DOCUMENT RESUME

ED 426 563 EC 307 001

| | |
|---|---|
| AUTHOR | Orkwis, Ray; DeCarme, Judi; Glover, Jeanne |
| TITLE | Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1998: Technical Assistance, Dissemination, and Parent Training. |
| INSTITUTION | ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA. ERIC/OSEP Special Project on Interagency Information Dissemination.; Council for Exceptional Children, Reston, VA |
| SPONS AGENCY | Special Education Programs (ED/OSERS), Washington, DC. |
| ISBN | ISBN-0-86586-334-2 |
| PUB DATE | 1998-00-00 |
| NOTE | 150p., For the 1997 report, see ED 417 558; for related volumes see EC 306 999 through EC 306 703. |
| CONTRACT | RR3002005 |
| AVAILABLE FROM | Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; Tel: 888-232-7733 (Toll-Free); Web site: http://www.cec.sped.org (Stock No. R5301, $9 plus postage and handling). |
| PUB TYPE | Reference Materials - Directories/Catalogs (132) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Compliance (Legal); *Disabilities; Early Intervention; Education Work Relationship; Educational Innovation; Educational Legislation; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; *Information Dissemination; Knowledge Base for Teaching; *Parent Education; Preschool Education; Professional Development; Program Descriptions; Research and Development; *Special Education; State Programs; *Technical Assistance; Theory Practice Relationship; Transitional Programs |
| IDENTIFIERS | Individuals with Disabilities Education Act; *Office of Special Education Programs |

ABSTRACT

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the third of the directory, describes projects concerning technical assistance and dissemination, and parent training and information. The Technical Assistance and Dissemination program provides assistance and information to improve early intervention, educational and transitional services, and addresses systemic-change. The Parent Training and Information program aims to support training and information centers in meeting the needs of parents of children with disabilities, particularly underserved parents and parents of children who may be inappropriately identified, and assisting parents to understand the availability of procedural safeguards under the IDEA. The projects are grouped by the competitions under which they were funded, and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes

+++++ ED426563 Has Multi-page SFR---Level=1 +++++
the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 426 563

Discretionary Projects
Supported by the
Office of Special Education Programs
*Under the Individuals with Disabilities Education Act*

Fiscal Year 1998

# TECHNICAL ASSISTANCE, DISSEMINATION, AND PARENT TRAINING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

EC 307001

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

BEST COPY AVAILABLE

Discretionary Projects Supported by the Office of Special Education Programs Under the Individuals with Disabilities Education Act

Fiscal Year 1998

# TECHNICAL ASSISTANCE, DISSEMINATION, AND PARENT TRAINING

Prepared by
Ray Orkwis, Judi DeCarme, and Jeanne Glover
The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

U.S. Department of Education, Office of Special Education Programs
Research to Practice Division

OSEP Discretionary Projects: Technical Assistance, Dissemination, and Parent Training
ISBN 0-86586-334-2

Published 1998 by
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 20191-1589
Stock No. R5301

This publication was developed by the ERIC/OSEP Special Project, which is operated by the ERIC Clearinghouse on Disabilities and Gifted Education, under Contract RR93002005 between the Council for Exceptional Children and the Office of Special Educaiton Programs (OSEP), U.S. Department of Education. The ERIC Clearinghouse on Disabilities and Gifted Education is operated under a contract with the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The contents of this publication do not necessarily reflect the views of OSEP, OERI, or any other agency of the U.S. government.

# *Technical Assistance, Dissemination, and Parent Training and Information*

**Table of Contents**


| Competition | Page |
|---|---|
| 84.024A<br>National Early Childhood Technical Assistance System | 1 |
| 84.025A<br>State and Multi-State Projects and Optional Pilot Projects for Children with Deaf-Blindness | 2 |
| 84.025C<br>Technical Assistance to Grantees under State and Multi-State Projects for Children Who are Deaf-Blind | 39 |
| 84.025U<br>National Clearinghouse for Children Who Are Deaf-Blind | 40 |
| 84.029J<br>Outreach Services to Minority Entities to Expand Research Capacity | 41 |
| 84.029M and 84.328M<br>Parent Training and Information Centers | 42 |
| 84.029R<br>Technical Assistance to Parent Projects | 94 |
| 84.086C<br>Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts, Particularly Students with Severe Disabilities, as a Part of Systemic Education Reform | 95 |
| 84.158<br>Accessing School-to-Work and Postsecondary Environments—Technical Assistance | 96 |
| 84.159C<br>Center to Support the Achievement of World Class Outcomes for Students with Disabilities | 97 |

**Competition** **Page**

84.159K
State-Federal Administrative Information Exchange . . . . . 98

84.237T
Center to Promote Collaboration and Communication of Effective Practices for Children with, or at Risk of Developing, Serious Emotional Disturbance . . . . . 99

84.326A
Linking Policy and Practice Audiences with the 1997 Amendments of IDEA . . . . . 100

84.326D
Center on Dispute Resolution . . . . . 106

84.326H
National Clearinghouse on Postsecondary Education . . . . . 107

84.326N
National Information Center for Children with Disabilities . . . . . 108

84.326P
National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities . . . . . 109

84.326R
Regional Resource Centers . . . . . 111

84.326S
Center for Positive Behavioral Interventions and Supports . . . . . 116

84.328C
Community Parent Centers . . . . . 118

84.920T
Center to Promote the Access to Participation by Minority Institutions in Discretionary Programs Authorized under IDEA . . . . . 127

Contracts . . . . . 128

## Table of Contents

Page

**Indexes**

Project Director . . . . . 133

Organization . . . . . 136

State . . . . . 139

Subject . . . . . 140

This directory, which is presented in five separately published sections, describes almost 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the original IDEA, but for the purposes of this directory they are grouped into five sections representing the seven program areas of the newly authorized IDEA, Part D:

1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Training** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information)*

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Technical Assistance, Dissemination, and Parent Training," presents projects categorized in the following two discretionary programs: **Technical Assistance and Dissemination** and **Parent Training and Information.** The **Technical Assistance and Dissemination** program provides technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and address systemic-change goals and priorities. The **Parent Training and Information** program aims to support parent training and information centers to carry out activities that meet the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified; and assisting parents to understand the availability of, and how to effectively use, procedural safeguards under the IDEA.

Within this section of the directory, the projects are grouped by the competitions under which they were funded. Access to the project information is enhanced by several indexes, which include:

- **Project Director Index**
- **Organization Index**
- **State Index**
- **Subject Index**

Please note that an extra digit has been added to the OSEP grant numbers to reflect the decade in which the grant was awarded. For the 1990's, the digit **9** has been inserted after the second alphabetical character in each grant number. For example, H023B70074 is now H023B**9**70074.

This directory is also accessible as a searchable database on the World Wide Web. The Uniform Resource Locator is **http://www.cec.sped.org/osep/search.htm**

If any errors are found in this material, please report them to the ERIC/OSEP Special Project (jeanneg@cec.sped.org) so that future editions of the directory and the database will be as accurate as possible.

# (84.024A)
# National Early Childhood Technical Assistance System

*Grant Number:* **H024A960001**

## National Early Childhood Technical Assistance Center

*Project Director:* Trohanis, Pat

*Beginning Date:* Oct 1, 1996
*Ending Date:* Sep 30, 1999

University of North Carolina - Chapel Hill
Frank Porter Graham Child Development Center
300 Bynum Hall CB 4100
Chapel Hill, NC 27599
*Voice:* (919)962-2001

*Purpose:* The project intends to establish a national technical assistance center for early childhood services (NEC*TAS) administered through the University of North Carolina.

*Method:* The proposed technical assistance center will provide TA to all states as they implement early intervention services; it will also provide TA to OSEP early childhood demonstration and outreach projects. It will establish and use an advisory group to provide counsel and recommendations to the center on its work. It will link states and OSEP projects with a group of national experts in best practices for young children with disabilities and their families and facilitate information exchanges with state TA systems. It will establish an information system to meet clients' needs, conduct meetings and disseminate information on the center.

*Products:* The NEC*TAS will provide effective, efficient, high-quality TA to clients. As a result of the center, the knowledge base of best practice in the area of TA will be increased. State, project, and other TA system clients will feel supported and be able to implement their programs more effectively. The group of national experts gathered by the center will address issues that impede the implementation of client programs and issues related to the national needs of young children with disabilities and their families.

# (84.025A)
## State and Multi-State Projects and Optional Pilot Projects for Children with Deaf-Blindness

*Grant Number:* **H025A950001**

## New Jersey Technical Assistance Program: Educational Resources And Support Services On Behalf Of Children With Deaf-Blindness

*Project Director:* Petroff, Jerry

New Jersey Department of Education
Office of Special Education Programs
CN 500
Trenton, NJ 08625-0500
*Voice:* (609)292-5894

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To continue and expand the current operations of the New Jersey Technical Assistance Project, a collaborative project designed to coordinate and unify resources in the delivery of quality services to children with multiple sensory impairments and their families throughout the state.

*Method:* A parent/family needs survey and a separate survey of professional needs will be conducted annually, as will parent/family focus group meetings, with results to be analyzed and embedded in all project activities. A comprehensive registry of children and youths with or at risk for multiple sensory impairments will be maintained, and inservice and technical support will be provided to parents and professionals through early intervention programs, hospital neonatal centers, state educational facilities, and educational/habilitative service systems. Inservice support to families and program personnel will include such areas as transition planning, integrated therapy strategies, early intervention educational strategies, early orientation and mobility techniques, communication development, positioning, and functional vision/auditory evaluation. Inservice support will be provided at the preservice level to students in teacher preparation programs at state colleges and universities on indicators of sensory impairment, ecologically sound assessments, and state of the art programming options for students with multiple sensory impairments. Information and resources will be made available regarding the transition planning process, and a system will be established and maintained to evaluate the status of all youth with deaf-blindness in terms of employment and community living. Services and instruction will also be offered to parents and other family members to support and increase their ability to become more active participants in the education and habilitation of children with multiple sensory impairments.

*Products:* A wide variety of publications will result from this program including an identification information packet with fact sheets on observable signs of sensory impairment, traditional evaluation protocols, referral processes and available resources. Inservice outreach efforts will include presentations at professional gatherings of pediatricians and Part H program staff, as well as a series of conferences addressing Usher syndrome and other progressive sensory conditions. An evaluation and program guide will be disseminated which identifies general programmatic domain areas, specialized intervention strategies, instructional resources and required evaluation protocols.

*Grant Number:*H025A950002

## The Texas Project: A Technical Assistance Project To Children Who Are Deaf-Blind

*Project Director:*Murrell, Martha R.

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Texas Education Agency
Division of Special Education
1701 N. Congress Ave.
Austin, TX 78701
*Voice:*(512)463-9362

*Purpose:*To continue provision of technical assistance to families, public and private agencies, institutions and organizations to meet the unique educational needs of children and youth with deaf-blindness.

*Method:*After providing training in basic childfind and identification processes, staff will collect, analyze, and disseminate census information to allow for the planning and evaluation of services to children with deaf-blindness. Training and follow-up services will be conducted based on the INSITE (In Home Sensory Impaired Training and Education) model. Staff will also provide site-specific consultation, participate in preservice training, deliver information and referral assistance, collaborate with families, agencies, and organizations, and publish a quarterly newsletter. Services to families will include provision of funds for travel and child care costs, provision of interpreter services, and in-home consultation services.

*Products:*In addition to the aforementioned training sessions and workshops, this project will disseminate videotapes, manuals, and other products for use in training. The quarterly newsletter will be disseminated to a minimum of 14,948 stakeholders nationwide.

---

*Grant Number:*H025A950003

## Technical Assistance And Training For Service Providers Of Children With Deaf-Blindness In Delaware

*Project Director:*Matthews, Cherritta

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Delaware Department of Public Instruction
Division for Exceptional Children
Townsend Building
PO Box 1402
Dover, DE 19903
*Voice:*(302)739-4667

*Purpose:*To continue provision of mandated services to Delawareans, birth to 21 years, who are deaf-blind.

*Method:*The proposed project will provide systematic personnel preparation for regular and special educators, other agency and service providers, as well as families. This initiative is in direct response to the critical need statewide for qualified personnel to meet the needs of children with severe disabilities, including deaf-blindness. The project will afford providers the opportunity to participate in 8 courses through 4 summer institutes (for a total of 24 credits) on best practices of inclusive education for children

who are deaf-blind and related topics. Project staff will provide orientation and/or training for new programs and their staffs, as well as technical assistance to assessment teams to ensure that the indications of deaf- blindness can be recognized and referrals made as early as possible. Through ongoing collaboration with statewide early intervention programs and other birth mandate programs, providers will continue to provide support and coordination to ensure that all service providers are aware of and able to access any needed family services. Infants in the program will continue to receive home-based and center-based services. Students are served in 18 instructional sites throughout the state. Others who have completed their educational program or who are above 21 years of age will benefit from agency involvement in a statewide interagency team providing planning and opportunities in the community for life, work, and recreation.

*Products:* In addition to provision of mandated services and inservice professional development, the project will publish reports on specific events in the periodic newsletters of cooperating schools, state level meetings, and through state agency publications. An overview packet will be distributed, including a description of the Delaware Program for the Deaf-Blind, available resource materials and current literature to staff, persons seeking assistance, potential service providers, and parents. Articles will be prepared for national distribution, presentations will be prepared for professional and lay groups as well as university students, and the Program brochure will be distributed along with orientation items to physicians and other potential service providers.

---

*Grant Number:* **H025A950004**

## Georgia Deaf-Blind Project

*Project Director:* Redman, Rae

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Georgia Board of Education
Georgia Department of Education
1854 Twin Towers East
Atlanta, GA 30334
*Voice:* (404)656-2410

*Purpose:* To address the educational needs of children with deaf-blindness and their families by providing technical assistance in the areas of Deaf-Blind Census, early intervention, school services, related services, and family supports.

*Method:* Project staff will contact all involved individuals and agencies to explain the state definition of deaf-blindness and the services currently available through the Deaf-Blind Project. Expanded identification procedures will focus on those areas from which no referrals have been received, and families and service providers will be assisted in the procurement of vision and hearing evaluation. Statewide local capacity for technical assistance to local school systems will be built through advisor training, demonstration site development, and preservice training. The current statewide teacher- training program will be expanded to provide technical assistance to parents, preschool educators, and other service providers. Training opportunities will include summer institutes, graduate methods courses in deaf-blindness, family retreats, advisor training, and inservices. Workshops will be provided addressing such areas of need as communication, inclusion, transition, collaboration, effective instructional strategies, futures planning, and advocacy. In the first and third project years demonstration sites will be selected to model and exemplify effective practices, and a proposed pilot project will develop four additional demonstration sites in the areas of communication, orientation and mobility, and adaptations for students with deaf-blindness. In-home consultation by Early Intervention/Parent Advisors will be provided three or four times monthly on the average to each family with a young child with deaf- blindness, and in-home consultation by Ther-

apy Advisors will average twice monthly. A loaner bank of resources and equipment will be established for use by families, including hearing and vision aids, adapted toys and switches, therapy equipment, and books, videotapes and articles on best practices and other issues of concern.

*Products:* Project staff will make local, state, regional, and national presentations to specific target groups or as requested. Articles will be prepared for local newsletters and newspapers on project activities working with local individuals with deaf- blindness. New resources will be developed where necessary and unavailable from other sources, to include videotapes of workshops presenters, guidelines, training materials, monographs, and other resource materials.

---

*Grant Number:* **H025A950005**

## The Pennsylvania Penntech Deaf-Blind Project

*Project Director:* Warkomski, Fran

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Penn Tech/Lancaster - Lebanon IU 13
6340 Flank Dr., Suite 600
Harrisburg, PA 17112-2764
*Voice:* (717)541-4960

*Purpose:* To employ a family-focused model in provision of technical assistance in the education of children who are deaf-blind based on the outcomes of age-appropriate education with non-disabled peers.

*Method:* A parent mentoring program will be implemented to assist parents in accessing services, providing assistance as soon as their child is identified as having deaf-blindness. A series of mini- grants will be awarded to families to promote attendance at state and national conferences for learning opportunities. A network of master teachers who work with students with deaf-blindness will be established to provide knowledge and skill development at the local level. To facilitate the development of advocacy skills in parents of children who are deaf-blind, and develop an organization of parent-to-parent mentors, a parent leadership organization will be established. An advisory committee will be established to continue to support the program's family focused approach based on the needs of its consumers. Workshops for parents and siblings will be provided at a summer institute, which will also provide university and continuing education credit. On a smaller scale, family weekends will provide workshops based on needs assessments. Teams of family members and service providers will receive training on assessment guidelines, and technical assistance will be provided in the evaluation, purchase, and implementation of assistive technology services for individuals with deaf-blindness.

*Products:* Project staff will develop a series of multimedia informational packets for service providers and families. These packets will focus on providing written, audio, and videotaped information related to best educational practices. The project will enable Pennsylvania to provide inservice training and technical assistance to assure that effective programming occurs in home-communities for students with deaf-blindness, and will allow the state to continue moving toward integration by providing inservice training and technical assistance to family members, LEA personnel and community agency personnel for implementing integrated programming and other best practices for students with deaf-blindness.

---

*Grant Number:* **H025A950006**

## Louisiana Service For Children And Youth With Deaf-Blindness

*Project Director:* Russo, Joyce

Louisiana Department of Education
Office of Special Educational Services
Post Office Box 94064
Baton Rouge, LA 70804-9064
*Voice:* (504)763-3590

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To continue providing services to children with deaf-blindness currently listed on the Louisiana state census, as well as others not yet identified.

*Method:* Due to the frequent misdiagnosis of children with multiple sensory impairments, project efforts will provide assistance to members of local education agency appraisal teams in order to improve their ability to recognize and classify these children. Project staff will support local education agencies in the provision of educational and related services in the least restrictive environment, specifically, the regular school setting closest to their homes and most appropriate to their chronological age. Heterogeneous grouping will be supported as part of this initiative. The project will also continue to provide training and support programs for families with members who are deaf- blind, and will assist institutions of higher education in providing training to personnel engaged in the delivery of education services to children with deaf-blindness. A technical assistance component will be developed to provide onsite assistance on a statewide basis. Staff will gather and organize resources specific to the design and delivery of appropriate educational services for children with deaf-blindness, and will identify personnel throughout Louisiana who can assist project staff in the provision of technical assistance. A system will be established to identify technical assistance needs in local education agencies and other programs serving school-aged children with deaf- blindness.

*Products:* At least twice annually, formal presentations will be made to a variety of state agencies. Inservice training will be provided to pupil appraisal personnel in the schools as well as to instructional and administrative personnel in both school and infant/toddler programs. Additional inservice training will be provided through professional conferences. Information about the project will be disseminated to institutes of higher education, including training competencies developed via the technical assistance component of the program. Three parent training workshops will be utilized to disseminate positive proven practices to parents and family members. Case studies of successful practice will be incorporated into other parent training activities which are already in place.

*Grant Number:* **H025A950007**

## A Statewide System To Provide Services For Children And Youth With Deaf-Blindness

*Project Director:* Shliesser, Barbara

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Nebraska Department of Education
Special Education Office
301 Centennial Mall South
Box 94987
Lincoln, NE 68509
*Voice:* (402)471-2471

*Purpose:* To implement a statewide service delivery system serving individuals with deaf-blindness in Nebraska.

*Method:* Components of the statewide system include the following: (1) identification and certification of children and youth (birth through 22 years) who meet the criteria for deaf-blindness or are at risk for deaf-blindness; (2) technical assistance in the form of collaborative assessment, consultation, and training; (3) support for the development and implementation of Technical Assistance Teams; (4) support for families of children and youth with deaf- blindness; (5) collaboration and cooperation with the Great Plains Regional Alliance to respond to the needs and concerns of Nebraska's Native American population; (6) collaboration and coordination with other agencies and federal projects to support state of the art, innovative projects and trainings; (7) support for preservice training through universities and colleges; and (8) coordination with adult service providers in supporting quality transition services. Training and technical assistance will focus on outreach and training for technical assistance teams working with the deaf and blind. Cross- training opportunities will be developed to meet specific needs through a needs assessment process. Special projects will focus on providing support for transition planning and service delivery to students with deaf- blindness.

*Products:* Training modules will be developed, providing training in the areas of awareness, skill building, and group dynamics. Monographs will be published to share information on major technical assistance and training throughout the state. Project staff will prepare information to be shared in established newsletters, and a brochure will be distributed to all school districts, approved educational cooperatives and educational service units.

*Grant Number:*H025A950009

## The Missouri Deaf-Blind Technical Assistance Project

*Project Director:*Parsons, Deborah

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Missouri Department of Elementary and Secondary Education
Special Education Division
PO Box 480
Jefferson City, MO 65102
*Voice:*(314)751-8165

*Purpose:*To continue and expand Missouri's services to individuals who are deaf-blind and their families by developing partnerships, coordinating service networking, and providing systematic training to build local capacity for early intervention, educational, transition, vocational, early identification, and related services.

*Method:*Technical assistance will be provided for early intervention services including identification, referral, assessment, training, family support and service coordination. Technical assistance will further be provided to families and to public, private, and state agencies on effective strategies for children, youth, and adults who are deaf- blind. A train-the-trainer model will be developed to cultivate practitioner competency in best practices, and extended into a mentoring program. Transdisciplinary and interagency service delivery approaches will be further developed and strengthened through linkages with state, regional and local educational and adult services agencies. Information assistance will be provided to families, state and local education agencies, and adult service agencies on basic skills, sensory training, technology, best practices, transitioning, family dynamics, and team building. An effort will be made to improve consumer and family input in the special education and transition processes (including cultivating further family involvement in IEP/PFP/ITP development). A parent-to-parent outreach network will also be supported.

*Products:*Anticipated outcomes of the four year project include: improved, coordinated and individualized services to 186 individuals who are deaf blind and their families; increased capacity of public, private, and state agencies serving this population; development of a mentor program to serve as a statewide resource; and development of state and local interagency teams.

---

*Grant Number:*H025A950010

## Services for Children Who Are Deaf-Blind

*Project Director:*Brown, Kathleen A.

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Michigan School for the Blind
West Court & Miller Road
Flint, MI 48503-5096
*Voice:*(810)257-1421
*Fax:*(810)257-0500

*Purpose:*To provide strategies related to skill development for families, educational personnel, and other service providers that will enable them to better address the unique needs of students who are deaf- blind.

*Method:* Objectives identified and currently being carried out by staff include the provision of outreach services to local education agencies, transition plan development, preservice and inservice training, communication skill workshops, identification of children and youth who are deaf-blind, early childhood intervention, family involvement, and dissemination of project information. Information and training will be offered statewide to all families and service providers of students who are deaf-blind. This information will include information about Michigan's parent network, the Michigan Association for the Deaf-Blind, inservices provided on best practices, and consultation services provided during assessments of children who are deaf-blind. Information will also be distributed to local education agencies, medical personnel, and other service agencies that may assist in locating students who are deaf-blind. Teachers will be provided with a number of options for specific inservice training and technical assistance which is designed to meet the unique needs of deaf-blind students above and beyond those already available. Training options will replicate successful, innovative, and age- appropriate practices for learners who are deaf-blind. All training and technical assistance will be designed to facilitate successful integration into the child's local school and community.

*Products:* Benefits to recipients of technical assistance will help build local capacity toward successful inclusion of students who are deaf-blind in the school and community. Project information will be disseminated at monthly meetings of the Special Education Advisory Committee, through Parent Advisory Committees in all the intermediate school districts, and through Special Education Learning Materials Centers established throughout Michigan. Presentations will be made at state conferences, and flyers containing workshop and resource information will be sent periodically to agencies and organizations which serve the severely disabled. The project will also continue providing resources in best practices through published literature and videotapes. These materials provide instructional content specifically for the deaf- blind, and the service is currently utilized by parents, teachers, and other caregivers.

---

*Grant Number:* **H025A950011**

## Minnesota Deaf-Blind Project

*Project Director:* Holt, George

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Minnesota Department of Education
Capitol Square Building
Saint Paul, MN 55101
*Voice:* (612)296-8589

*Purpose:* To continue Minnesota's statewide programs and activities in early intervention, educational and related services, transition, and technical assistance to meet the needs of children and youth with deaf-blindness.

*Method:* In addition to publishing and disseminating information on the needs of individuals with deaf-blindness and the options available to them, the program will provide educational training and technical assistance through consultation, workshops and conferences, inservice training, and dissemination of resources. Family enrichment weekends will be held annually, and Saturday workshops for families will be held twice yearly. Activities at these events will include educational sessions for parents, leisure and recreation activities for all, support and discussion groups for parents and siblings, and activities for children and youth with deaf-blindness and their siblings. The project will establish linkages with the Minnesota Transition Project to address transition issues for children with deaf- blindness, and will continue to develop and implement tracking procedures for these individuals. A train-the-trainer course will be presented over a three-year period to 450 training officers statewide, to include firefighters, police officers, sheriffs, and state patrol officers. Training in this course will include the use of a communication board

using symbols, Braille, and large and bold print for first responders to communicate with individuals with deaf-blindness at emergency sites.

*Products:* In addition to direct service objectives, dissemination statewide of information about resources and best practices will be a major component of this project. Methods of disseminating information will include electronic mail and Internet accessibility, a Guide to Services, several project brochures, the Deaf-Blind Resource Library, a toll-free project telephone number, a teacher network, conferences and workshops, roundtable meetings and forums, video networking, consultations, training, family enrichment weekends, and interagency collaboration.

---

*Grant Number:* **H025A950012**

## Arizona Deaf-Blind Project

*Project Director:* Dykes, Earlene

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Arizona State School for the Deaf and Blind
P.O. Box 87010
Tucson, AZ 85754
*Voice:* (520)770-3683

*Purpose:* To ensure that all children who are deaf-blind in Arizona be identified, that families be empowered to advocate for their children, and that service providers be skilled in meeting the needs of these children in their home and natural communities.

*Method:* Improvements in identification services will be accomplished through publicization of project activities, coordination of identification efforts with other state child find agencies, standardization of statewide referral processes, and assistance to families and service providers. A comprehensive array of family services and resources will be made accessible in a coordinated, parent-to-parent and family-centered manner. Services and resources will be monitored, evaluated and refined based on input and feedback from families. Technical assistance will be offered in a coordinated and user- friendly manner, emphasizing development of in-state expertise in the areas of parent education, transition, transdisciplinary assessments, teacher competencies and current best practices. The project will solicit and use community input to ensure project activities are meeting the needs of families and service providers working with children who are deaf-blind. Coordination and collaboration with local, state and national organizations will be maintained to address common needs and maximize use of resources for Arizona children who are deaf-blind and their families.

*Products:* Newsletters will be mailed to parents and service providers statewide twice yearly. Inservice training will be made available to service providers as part of the state's ongoing SCCSC conferences and institutes. Presentations and information booths will be provided by project staff and state conferences, and lending library materials will be available to parents and service providers throughout Arizona. Diagnostic reports from ADTEC evaluations will be provided to parents and LEA staff through exit conferences, exit reports, and videotapes.

---

*Grant Number:* **H025A950013**

## Oregon Project for Services to Children and Youth with Deaf-Blindness

*Project Director:* Anderson, Nancy

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Oregon Department of Education
Office of Special Education
Public Service Building
255 Capital Street NE
Portland, OR 97310-0203
*Voice:* (503)378-3598

*Purpose:* To provide services for children with deaf-blindness and their families in Oregon in accordance with the mandate of Part H.

*Method:* As outlined in the Comprehensive System of Personnel Development plan, project goals include providing: technical assistance which facilitates the inclusion and participation of families and children with deaf-blindness into their neighborhood schools and communities; opportunities for service providers to assist students with deaf- blindness who are exiting the educational system and entering employment settings; widespread coordination and collaboration with individuals, committees, and agency representatives working to support children with deaf-blindness and their families; and evaluation of the implementation of project goals, objectives, and activities. Technical assistance will focus on: (1) identifying all children and youth who are or are at-risk of being deaf-blind; (2) developing and maintaining a cadre of in-state expertise; (3) identifying and training teams to assist regional providers, classroom teachers, families, and agencies in the provision of high-quality services to children with deaf-blindness; (4) developing collaborative relationships with external consultants and agencies to support these goals; and (5) delivering technical assistance, consultation, and support to families and service providers of children and youth with deaf-blindness. Coordination and collaboration will take place through an advisory committee, solicitation and use of consumer and family input, and forums, committees, and task forces with other state, local, national and regional agencies on issues relating to the provision of quality services to individuals with deaf- blindness.

*Products:* Through the provision of technical assistance, families will learn how to access needed services and resources, and will have many of their needs met through the establishment of a family support system. Technical assistance will support school district personnel and service providers to support children and youth in the least restrictive environments within their neighborhood schools, ensuring services which address the unique needs of each child. Transition services will provide training in exploring future work and living options for individuals with deaf-blindness, learning to negotiate the adult service system, and accessing services for students exiting the education system.

*Grant Number:* **H025A950015**

## Kansas Area Resource Teams (KART): Dual Sensory Impairments Pilot Project

*Project Director:* Dermyer, Carol

Kansas State Board of Education
Special Education Outcomes Team
120 SE 10th Avenue
Topeka, KS 66612
*Voice:* (913)296-7454

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To provide services to infants, toddlers, children and youth with deaf-blindness, as well as technical assistance to public and private agencies, institutions, and organizations.

*Method:* This project will provide technical assistance to service providers through a multi-level format, with the most intensive assistance provided through on-site visits to individual students with deaf- blindness. During the first project year, three districts will pilot a student portfolio system in order to longitudinally document student accomplishments, needed adaptations, and transition skills; the next three grant years will be spent on evaluating, revising, and training three other districts in the use of this tool. Technical assistance will also be provided to small groups including parents, teachers, and related services staff who work directly with students with deaf blindness. This level will include local and regional workshops and inservices as requested, as well as mini-grants and scholarships to help service providers and families who could not otherwise afford to attend other approved training opportunities. Statewide technical assistance will also include provision of large group training opportunities and follow-up activities, including specific workshops to be supported as identified by needs assessments. These are expected to include sessions on best practices and assistive technology, parent workshops, and a summer institute. On the national level, staff will provide technical assistance through the development and dissemination of new resources related to effective practices in the field of deaf-blindness.

*Products:* Products to be developed through this grant will include a booklet and videotape on including children with deaf-blindness in regular schools, a booklet on the benefits of long-term lifestyle planning, a booklet on assessment tools for students with deaf-blindness and other severe disabilities, and the Kansas Checklist for Identifying Characteristics of Effective Inclusion Programs. A newsletter will be published four times yearly, and project staff will continue to make presentations to groups of teachers, administrators, parents and related service providers.

*Grant Number:*H025A950016

## Services To Deaf-Blind Children And Youth

*Project Director:*Harris, E. Lowell

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

North Carolina Department of Public Instruction
Exceptional Children Support Team
301 North Wilmington Street
Raleigh, NC 27601 -2825
*Voice:*(919)715-1565

*Purpose:*To provide a broad spectrum of comprehensive services to deaf-blind children and youth from birth through age 22 in North Carolina.

*Method:*Early intervention services will include diagnostic and evaluative services, especially for those under 3 years of age and over 21 years of age. A statewide assessment system will be initiated and implemented, and residential and day educational programs will be established for provision of services to students with deaf-blindness, especially those not currently served. Consultative services for be provided to professionals, paraprofessionals, parents and others who play direct roles in the lives of deaf-blind children and youth, with a focus on enabling them to understand the special problems of those children and provide appropriate services. Preservice and inservice training will be provided to paraprofessionals, professionals, parents and related services personnel. Materials and information pertinent to appropriate educational methods, approaches, and techniques will also be disseminated. A state resource lending library will be established and maintained for professionals currently working with deaf-blind children and youth, and specialized research and instruction will be provided to service providers who are interested in developing a model simulated group home/community-based program.

*Products:*Benefits from this project will include the following: increased services for all identified deaf-blind children and youth within the specified age groupings; increased emphasis on assessment activities which will include diagnostic and evaluative services; greater concentration on home and community services; improved techniques for serving deaf-blind individuals; increased awareness of these techniques; identification of addition deaf-blind individuals and subsequent initiation of required services; and assistance to older deaf-blind persons in making the transition from educational to vocational settings.

---

*Grant Number:*H025A950017

## Alaska Services For Children And Youth With Dual Sensory Impairments

*Project Director:*Brown, Diann

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Alaska Department of Education
Office of Special Services and Supplemental Programs
801 West 10th St
Suite 800
Juneau, AK 99801-1 894
*Voice:*(907)465-2972

*Purpose:*To provide personalized technical assistance to local education agencies, infant learning programs, families, and children with deaf blindness throughout the state of Alaska.

*Method:* Project staff will send letters, brochures, and eligibility criteria to all Infant Learning Programs, local education agencies, pediatricians, and other related agencies and service providers. Follow-up calls and/or personal visits will be made to areas where no children with deaf/blindness are reported. Service providers will be given training and technical assistance regarding methods for screening and identifying infants, children, and youth with deaf- blindness. A statewide screening program for Usher's syndrome will also be developed. Deaf-blind census data will be gathered and families and service providers will be surveyed regarding their perceived needs for training. Site visits exchanges, peer coaching, and collaborative workshop presentations will be coordinated among service providers, some of whom will also be sent to relevant state and national conferences. Project staff will coordinate with each student's multi-disciplinary or transdisciplinary team in the development of Individualized Family Service Plans, Individualized Education Programs, and Individual Transition Plans. Trainings and workshops for families will be provided in conjunction with a statewide parent conference, and support will be provided to parents interested in attending these events. Where necessary, project staff will assist with the transition of services from home to LEAs to community service systems. Staff will work with LEAs, families, Deaf-Blind Affiliates, and other adult service programs to develop transition goals and identify appropriate community resources.

*Products:* Planned dissemination products resulting from this project will include: a project newsletter to be mailed twice yearly to approximately 200 families and service providers; direct mailings and information packets on relevant issues; a lending library featuring approximately 100 periodicals and over 850 other documents; technical assistance agreements with all districts and agencies serving children and youth with deaf-blindness; and updated survey and census data.

---

*Grant Number:* **H025A950018**

## Bridges: A Pilot Project To Support The Complex Needs Of Children And Youth With Usher Syndrome

*Project Director:* Gill, Douglas

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Washington State Office of the Superintendent of Public Instruction
Special Education Unit
Old Capitol Building, FG-11
Olympia, WA 98504

*Purpose:* To provide technical assistance to families and service providers in order that they may more effectively serve the needs of children with Deaf-Blindness throughout the state.

*Method:* This project will facilitate the timely identification of individuals with Deaf-Blindness, including referral services and technical assistance to families and service providers regarding functional auditory and vision use. At-home consultation, technical assistance to service providers, annual family workshops and networking support will be provided. The project will promote inclusion of children with Deaf-Blindness in community programs following their identification and referral. Counseling and consultation services will be provided by trained and experienced mental health staff to families and service providers as close to their home community as possible. Transition services will be made available as children move from early childhood programs through the educational system and into the adult community. Parent-to-parent outreach efforts will also be facilitated and supported.

*Products:* Project information and findings will be disseminated via brochures, posters, and packets of information describing available services, communications systems, training for in-home care providers, and the specific needs of individuals with Deaf-Blindness. The most commonly used of these materials

will also be made available in Spanish. Materials pertaining to assessment, curricula, resources/literature, and sign language will be made available through the project's lending library. A quarterly newsletter will be sent to all 600 parents and service providers, providing information on training events, conferences, and workshops. Further dissemination activities will include site visitations, informational presentations, and inservice training activities.

---

*Grant Number:* **H025A950019**

## Nevada Dual Sensory Impairment Project

*Project Director:* Demchak, Maryann

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

University of Nevada - Reno
Department of Curriculum and Instruction
Mail Stop 278
Reno, NV 89557
*Voice:* (702)784-6471

*Purpose:* To continue providing training and technical assistance to families of children with deaf-blindness and their service providers.

*Method:* Recent needs assessment surveys have identified the most urgent areas for training and technical assistance as listed by parents, teachers, and early interventionists. Parents listed the following as primary areas of concern: coping strategies and stress management; etiologies of hearing and vision loss; sibling issues; behavior management; vocational training; wills and guardianship; eating skills; and strategies for working with school systems and staff. Teachers and early interventionists requested information on the following: nonsymbolic communication strategies; augmentative and alternative communication; adapting classroom activities; skills for independence; and object/picture schedules. In addition, Nevada lacks a certification option for teachers of students with deaf-blindness. Training activities to be offered through the Department of Human Resources in response to these needs will be conducted yearly and will include visits to other programs, attendance at in-state and out-of- state trainings, regional inservice workshops, agency- specific consultation, and statewide workshops/conferences. Training and technical assistance to be offered by project staff will address all subjects identified by needs assessment surveys, and will include follow-up contacts automatically built into all technical assistance agreements. Services will be provided in rural and remote service areas as well as more populated regions. Parents will benefit from participation in statewide support and information networks with other parents, will have access to a variety of materials through the project lending library, and will receive training in the areas identified by the needs assessment survey. Project staff will work to publicize available diagnostic and education services, coordinating these activities with the state child find efforts of other agencies. Publicity materials, training materials, and lending library resources will be available in Spanish whenever possible.

*Products:* In addition to training and technical assistance efforts, project information will be disseminated via continuing publication of the quarterly newsletter which currently reaches a mailing list of 800 readers. These newsletters provide information on available services, conferences and workshops in and out of state, descriptions of teaching strategies, identification and assessment information, legal updates, and reviews of resources in the lending library. A project brochure, presentations at local and state conferences, and guest lectures in university teacher education programs will also help disseminate project information.

---

*Grant Number:* **H025A950020**

## Arkansas Project for Children with Deaf-Blindness

*Project Director:* Coonts, Teresa

Arkansas Department of Education
Special Education
4 Capitol Mall, Room 105C
Little Rock, AR 72201

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To provide technical assistance to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf blindness.

*Method:* A newsletter will be produced and disseminated to include information on appropriate programs, instructional strategies, exemplary practices, resources, transitions, eligibility requirements, communication strategies, and other relevant issues. Project staff will plan and coordinate an annual parent retreat on topics such as policies, parent rights, transition, inclusion, technology, communication, functional curriculum, and/or medical needs of children with deaf/blindness. In order to increase the knowledge and skills of families and to identify topics for future trainings and technical assistance, a resource library of information on issues affecting children with disabilities will be maintained and requests for information monitored. Technical assistance to families will focus on such topics as parent rights, transition issues, technology, communication modes, collaboration with agencies and professionals, behavioral issues, functional curriculum, and/or inclusion. Additional information on pertinent topics will be mailed to families at least three times per year. Information on deaf/blindness will also be incorporated into courses at Arkansas colleges and universities through staff presentations and the dissemination of curriculum modules regarding deaf/blindness. Individualized technical assistance will be provided to service providers on topics such as transition issues, communication modes, collaboration with agencies and professionals, behavioral issues, functional curriculum and/or inclusion. The INSITE model for home intervention will be taught to service providers and parents of young children with deaf/blindness, and training on exemplary practices will be included in a biennial special education conference in 1996. Project staff will also work with parents to identify needs of fathers and siblings of children with deaf/blindness, and to identify potential options and resources for after school activities.

*Products:* In addition to a general increase in awareness and understanding among parents, service providers, and the community at large, this project will also produce the following additional tangible dissemination products: a training videotape focusing on transitions from school to community life; an updated registry of children and youth with deaf/blindness; and a pamphlet describing the services of the project and the identification of children with deaf/blindness. Presentations of project products and results will be made at several professional conferences.

*Grant Number:* **H025A950022**

## Application For Grants And Cooperative Agreements Under Services For Children With Deaf-Blindness

*Project Director:* Ginn, Mary

South Carolina Department of Education
Office of Programs for Exceptional Children
1429 Senate Street
Columbia, SC 29201
*Voice:* (803)734-8216

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To build capacity within South Carolina to ensure that quality and sustained services are provided to children and youth with deaf- blindness and their families in the least restrictive environments.

*Method:* The proposed project has two components: (1) a systems change component to be implemented through subcontracts to consortia of school districts to replicate the regional resource service delivery model developed with 307.11 funds during FY 93-95 to ensure that effective and equitable programs and coordinated services are delivered to children and youth with deaf-blindness and their parents in the local community and in the least restrictive environment; and (2) a statewide consortium of the agencies having primary responsibility for serving children and youth with deaf- blindness in concert with higher education to addressing training/technical assistance needs of parents, early interventionists, special education and vocational rehabilitation personnel. The results of a statewide needs assessment of teachers and parents in the regional resource service delivery model project indicate a desire and perceived need among these groups for further training and technical assistance in the areas of transition, communication, evaluation, instructional methods, materials and technology. This project will provide statewide training for these groups and paraprofessionals serving children with deaf-blindness in collaboration with the South Carolina School for the Deaf and the Blind. In collaboration with the South Carolina Commission for the Blind, technical assistance will be provided relating to transition for parents and special education and vocational rehabilitation personnel serving youth ages 16-21 with deaf blindness. In collaboration with the University of South Carolina, ongoing and sustained personnel development focusing on the unique communication and instructional needs of children and youth with deaf-blindness will be provided.

*Products:* Collaboration with the University of South Carolina will produce a series of four university courses designed to meet the needs of special education teachers relative to strategies for serving children and youth who are deaf-blind. In addition to ongoing training and technical assistance services, information on project activities will be disseminated on an ongoing basis throughout the state to a wide variety of audiences. Methods of dissemination will include newsletter articles (by the SEA, parent groups, and other agencies), public meetings, discussion groups, newspaper articles, radio and television public service announcements, brochures, and calendars of events.

*Grant Number:* **H025A950023**

## Rhode Island State Support Program For Children With Deaf Blindness

*Project Director:* Antosh, Anthony

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Rhode Island College
University Affiliated Program Of RI
600 Mount Pleasant Avenue
Providence, RI 02908
*Voice:* (401)456-8072

*Purpose:* To provide support, technical assistance, and information to families, early intervention and school organizations involved with children with deaf-blindness, and to expand the capacity of Rhode Island's system to provide functional vision evaluations and to support children with deaf-blindness in inclusive settings.

*Method:* An annual family needs and outcomes survey will be conducted to identify family needs for information, support, and technical assistance. Core staff will facilitate linkages with information sources ranging from a focused deaf-blind newsletter to newsletters and publications from other sources. Families and Early Intervention (EI) centers with questions about technology, planning, assessment, or other relevant issues will have direct access to UAP- facilitated support services, and a parent support group will meet quarterly. Each child with deaf-blindness will be assessed quarterly to determine progress and change, using both standardized measures and criterion- referenced measures of communication, orientation and mobility skills, social behaviors, and other aspects of inclusion. Project staff will participate in evaluation, annual review, and IEP processes, including transition from EI to school and the transition from school to adult life. Staff will also lecture in or wholly teach college courses on meeting the needs of students with severe and/or multiple disabilities. Monthly technical assistance meetings in each school will address such issues as facilitating inclusion, modifying curriculum and instruction methods, and integrating student objectives into common curriculum activities. A network or mentor teachers at all age levels will be established to provide technical assistance to other service providers.

*Products:* Parents will benefit from increased frequency of home visits, access to an increased number and variety of support resources, opportunities to participate in parent support and other family-centered activities, assistance during transitions, and regular information from newsletters and other dissemination activities. Professionals will benefit through technical assistance from project staff and mentor teachers as well as opportunities for inservice and preservice training. Children will be served by increased numbers of professionals with specific competencies pertaining to their special needs, and will demonstrate measurable improvement on criterion- referenced tests. The overall state system will show an increased capacity to conduct functional vision and hearing evaluations, increased linkage of services, and facilitation of transition, IEP, and IFSP processes for children with deaf-blindness.

*Grant Number:*H025A950024

## Iowa Deaf-Blind Project

*Project Director:*Maurer, Steven

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Iowa Department of Education
Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146
*Voice:*(515)281-3576

*Purpose:*To provide technical assistance on a statewide basis in the form of information dissemination, training and consultation to local school districts, area education agencies, institutions and organizations providing early intervention, early identification, education, transition, vocational and related services to children who are deaf- blind.

*Method:*The project's plan to improve the quality of services provided to children with deaf-blindness will emphasize activities which support interagency collaboration so students can receive coordinated, comprehensive and longitudinal service plans in the least restrictive environments with nondisabled peers. Major project components include the following: maintenance of an Iowa census of infants, toddlers, children and youth with dual sensory impairments; technical assistance to increase the knowledge and skill levels of parents, educators, administrators, and community service providers in the area of deaf- blindness; establishment of a parent-family network to ensure that families of children with deaf-blindness receive support and information as well as opportunities to connect with other families and professionals; provision of personal futures planning and training in the development of transition plans for Iowa children and youth with deaf-blindness; and dissemination of information about the project and effective practices to parents, programs, and agencies throughout the state.

*Products:*Information about the project will be placed in various state publications and presented at state meetings and conferences. Articles and announcements about Iowa deaf-blind services will be submitted to existing newsletters, and the project will respond to individual requests for information.

---

*Grant Number:*H025A950025

## New York State Technical Assistance Project Serving Children Who Are Deaf-Blind

*Project Director:*Appell, Madeline

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

St Luke's - Roosevelt Hospital Center
Developmental Disabilities Center
1000 Tenth Avenue
New York, NY 10019
*Voice:*(212)523-6248

*Purpose:*To expand and refine mechanisms for providing technical assistance to adults who have actual or potential contact with this population in order to build local capacity to provide appropriate, community-based services that address the needs of children and youth who are deaf- blind as well as the technical and support need of their families.

*Method:* This project will continue current activities to (1) identify children ages 0-21 with deaf-blindness, programs and other relevant resources statewide; (2) conduct outreach to individual families in order to provide support and establish a statewide parent network; (3) provide ongoing child-centered technical assistance to professionals and parents; (4) provide training to professionals, related service personnel and families; and (5) facilitate networking to create linkages among providers, professionals and parents in New York and neighboring states. Collaborative relationships are already in place among all major State agencies, and a regional network of professionals, parents and organizations has been created to provide technical assistance to local school districts, consultative services to families, and to collect and coordinate the gathering of demographic information related to the population. A Technical Assistance Task Force has been organized to identify professionals to provide technical assistance both locally and across the State. This TATF will promote and support inclusive educational options and validated practices, and will facilitate the transition of children and youth from school environments to adult life.

*Products:* Proposed products and outcomes include: compilation of a network of consultants across disciplines with expertise in specific areas to assist personnel and parents; development of materials to assist providers; creation of two materials resource centers; maintained and expanded linkages; an interagency policy for transitioning youth who are deaf-blind from school to adult life; and continued linkages with the American Foundation for the Blind in order to disseminate the products developed by their Deaf-Blind Project across New York State.

---

***Grant Number:*H025A950026**

## Expanding The Circle Of Services For Children Who Are Deaf Blind

*Project Director:* Graney, Phyllis

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

South Dakota Department of Education and Cultural Affairs
Office of Special Education
700 Governors Drive
Kneip Building
Pierre, SD 57501
*Voice:* (605)224-9554

*Purpose:* To research, design, develop, test, replicate and disseminate products and technical assistance that support the awareness, identification and intervention goals of state-specific projects in the area of deaf-blindness. Project products will specifically be designed to complement the unique cultural needs of Native American people in the Great Plains region.

*Method:* During the first year of the project, initial research will be completed and draft outlines, scripts, story-boards, and initial visual footage will be developed and filmed. States in the Great Plains Regional Alliance will develop field-test sites to accommodate the use and testing of draft products. Current strategies, materials, and products in use in South Dakota to serve the needs of Native American children and families will be assessed, and need for such materials throughout the Great Plains region will be assessed. During Year Two, a full set of products will be in full draft stage. Additional video footage will be shot in Alliance states allowing for development of a full complement of print, audio, and audio-visual products suitable for replication. In this year products will be replicated for use in South Dakota and at least two additional states. Testing of these products will also include technical assistance to Alliance states in the best use of the products to increase awareness, identification, intervention and related supports. Finally, a complete draft replication plan will be developed with a description of the use of "template" products and direction for use of products and strategies. In Year Three, Native American communities will all Alliance member states will receive direct assistance and support to replicate the products, materials,

and strategies to meet their unique cultural needs. Year Four will focus on the dissemination of the replication and dissemination plan in its final form. Special emphasis will be given to replication and dissemination in states with high populations of Native Americans. Staff and a consultant will be made available to these states. A full evaluation of project effectiveness will completed, and a final evaluation report including outcome findings will be included in the final replication and dissemination package.

*Products:* Planned products include: a ten minute videotape on deaf-blindness using vignettes based on the Native American cultures of the Great Plains; a series of at least 10 audio public service announcements designed to increase awareness of deaf-blindness and services available to support children and families; a series of at least five video public service announcements; at least 10 visual print posters designed to raise awareness while using tribal languages, spiritual symbols, and related cultural cues; a series of brochures in two tribal languages as well as English on how to access services for children and families in tribal communities; and a comprehensive replication package outlining the procedures to customize all products, templates of all products, and related information and resource information to establish area-specific/state- specific plans of action.

---

*Grant Number:* **H025A950028**

## Montana's IDEA Services for Children and Youth with Deaf-Blindness Project

*Project Director:* Runkel, Robert

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Montana Office of Public Instruction
Special Education Division
PO Box 202501
Helena, MT 59620
*Voice:* (406)444-4429

*Purpose:* To provide training and technical assistance services to Montana families and public and private agencies involved with early identification, early intervention, educational, transitional, vocational, and related services for children with deaf- blindness from birth to age 21.

*Method:* A needs assessment survey of families, service providers and educators led to the selection of project goals with the following components: (a) public awareness; (b) identification of children who are deaf-blind; (c) provision of family services; (d) provision of technical assistance to service providers and educators; (e) community coordination and collaboration; and (f) project evaluation and management. Project staff will organize public awareness activities to broaden public access to information about Project services, and will implement a dissemination plan to ensure that specific sectors of the public are made aware of the kinds of information they need most. Child find activities and processes currently organized by state and regional agencies will be identified and linked, including the implementation of a standardized, user-friendly, multiple method process for referral. Training and technical assistance about screening and child find procedures will be provided to community service providers, education personnel and family members, specifically including such under-represented groups as Native Americans. Individualized family services will include extended and alternative family arrangements to help families access necessary resources, support services and agencies. Community service and education personnel will be educated to provide services in a family- centered and collaborative manner. A resource directory and lending library will be established, featuring books, videos, articles, and other resources for children with deaf-blindness and their families. Staff will identify and recruit and array of in-state consultants with expertise in such areas as orientation and mobility, low incidence disabilities, full inclusion, family

services, supported employment, functional assessment and planning, transdisciplinary assessment and other best practices; these individuals will be listed in a directory and will be called upon to provide additional training in addition to qualifying for further training themselves. Community and consumer input will be solicited through focus groups, interviews, parent groups and organizations, and school meetings.

*Products:* Families will benefit from early and accurate identification of their child's needs, as well as access to individualized supports and current information and training opportunities to help them understand their child's needs and advocate for necessary services for their child at school. Service providers will benefit from the inclusion of necessary specialized services for children who are deaf- blind on a daily basis, and will through technical assistance and training become more aware of the resources available to them. Teacher trainers will infuse information about the needs of students who are deaf- blind in the preservice teacher education curriculum, leading to improved competencies among future practitioners. Project materials will be made available to the public and presented through conferences, workshops, meetings and newsletters, as well as telecommunications networks.

---

*Grant Number:* **H025A950029**

## Utah Project For Children With Dual Sensory Impairments

*Project Director:* Blaine, Seamons

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Utah State Office of Education
Special Education Services Unit
250 East 500 South
Salt Lake City, UT 84111
*Voice:* (801)629-4732

*Purpose:* To provide quality, functional education for all children with dual sensory impairments (DSI) by integrating innovative practices into daily programming; training service providers in appropriate teaching skills; and coordinating interagency activities.

*Method:* Central to state strategic planning is the development of one single point of contact to provide easy accessibility and coordination of services for families, teachers, and service providers. Information regarding this contact point will be disseminated at all awareness activities given families upon identification of a child with deaf- blindness, and will be distributed through agencies and organizations serving persons with disabilities. Existing statewide resources will be utilized to ensure maximum efficiency by identifying agencies and organizations which serve persons with DSI or have resources that could be beneficial to individuals with DSI and their families. A directory will be developed for families which will explain how to access these services, and awareness activities regarding deaf- blindness and the Project will be conducted with these organizations. A transdisciplinary team will be developed to include a family member, a hearing specialist, a vision specialist, a physical/occupational therapy specialist, a speech and language pathologist, and a teacher with DSI specialization. Using a trainer-training model, team members will add deaf-blind expertise to their discipline-specific expertise. This transdisciplinary team will also conduct trainings and inservices with IFSP/IEP teams and be available for mentoring with individual team members as needed to assist in formulating and facilitating the delivery of programs that will best assist students to participate in a variety of environments.

*Products:* This project will provide the technical assistance and support necessary to allow local Part H providers and school district teams to implement aid to appropriate services to children with DSI in a variety of least restrictive and inclusive settings. Families will benefit in terms of increased ownership and involvement with their children's educational programs, increased access to family-centered services,

increased choice and self-determination for their child's and family's needs, and appropriate transdisciplinary services provided in early intervention and school settings. Strategies for dissemination of Project information will include brochures and newsletters, articles in statewide newsletters and journals, presentations at statewide conferences, and ongoing local presentations and technical assistance.

*Grant Number:* **H025A950030**

## Services For Children With Deaf Blindness Program

*Project Director:* Williams, Donna

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

University of Florida
219 Grinter Hall
Gainesville, FL 3 2611
*Voice:* (904)392-0701

*Purpose:* To provide exemplary technical assistance, resources, and training to individuals with deaf-blindness, their families, and their service providers.

*Method:* Project services will focus on three critical areas in the education of students with deaf-blindness: identification and maintenance of the state Deaf-Blind Census; statewide assistance to families and service providers; and training. Districts currently reporting no students with deaf-blindness, many of which are rural, will be targeted for meetings between project staff and special education teachers and administrators to increase awareness of the characteristics of deaf- blind individuals and the services available to them. Project staff will specifically attempt to contact families from diverse cultural backgrounds to acquaint them with available services. Students ages 18-21 who are still eligible for services under IDEA but who are no longer receiving services from school districts will also be targeted. Technical assistance will be provided via telephone and e- mail, dissemination of resource materials, and on-site support. Project staff will collaborate with local centers to provide onsite assistance, which will be delivered through a person- centered teaming approach. Training and support to families and service providers will include a one-day conference, training institutes for professionals, family retreats, and a mentor teacher program. Topics of training and technical assistance will be based on needs assessment data, and will address such issues as communication, positive behavioral support, effective instruction, orientation and mobility, and self- determination. A resource library will also be established and maintained as an ongoing project priority, to include videotapes, books, journal articles, and training modules as well as materials developed by project staff.

*Products:* Expected benefits will include: a more accurate count of children and youth who are deaf-blind in Florida; increased awareness of the characteristics and needs of these students; improved capacity among local programs to successfully meet these needs; development of a support network for teachers and family members; and improved quality of daily activity for students receiving technical assistance. Articles, informational videotapes, books, monographs, and training manuals will be made available to all interested parties on request through the Resource Library, and informational products such as newsletters and fact sheets will be automatically sent to project consumers and other stakeholders.

*Grant Number:* **H025A950031**

## Indiana Deaf-Blind Services Project

*Project Director:* Goehl, Karen

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Indiana State University
Blumberg Center for Interdisciplinary Studies
School of Education
Room 502
Terre Haute, IN 47809
*Voice:* (812)237-2830

*Purpose:* To continue statewide services improving educational services for Indiana students with deaf-blindness.

*Method:* The primary focus of this project will be provision of technical assistance. This effort will involve consultation with, training of, and identification of appropriate resources for service personnel, teachers, and families of individuals from birth to age 21 with deaf- blindness. The project will also provide direct services to youth ages 18-21. Technical assistance and direct service activities will include: early identification; development of educational strategies; transition support services; assistance with competitive or supported employment; assistance with residential options for independent living; and a method for tracking an individual with deaf-blindness throughout the service delivery system. Placement of the student in the least restrictive environment and integration with age- appropriate, nondisabled peers is a high priority of this project. A resource materials center will be maintained for the exchange of information specific to deaf-blindness, and local expertise in the field will be built through a mentor teacher training project.

*Products:* Both technical assistance and direct services provided through this program will result in: better individualized family service, education, and transition plans; the development of improved teaching strategies; and more highly skilled local professionals in the area of deaf-blindness. Services will enable all participants to increase their knowledge and skills, access and provide needed supports, share information, and promote better services through a coordinated and comprehensive tracking system.

---

*Grant Number:* **H025A950032**

## Mississippi Services For Children/youth With Deaf-Blindness

*Project Director:* Stremel, Kathleen

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

University of Mississippi
Department of Special Education
Forrest County
Box 5115
Hattiesburg, MS 39406-5115
*Voice:* (601)266-5135

*Purpose:* To provide training and technical assistance to children/youth throughout the state of Mississippi who have or are likely to be diagnosed as having deaf-blindness.

*Method:* Project staff will provide family-centered training in the areas of vision, hearing, and early receptive and expressive communication in collaboration with other agencies and service providers. Hands-on personnel training, specific to individual infants and toddlers, will be provided to early interventionists, and direct assessment and development of individual students' communication and technology needs across home and school environments will be provided. Parent-teacher team training will be provided to strengthen functional skills, communication, adaptive skills, placement in the least restrictive environments, and transition planning. Regional inservice training will be provided to service providers, focusing on services who are deaf-blind with other disabilities. Training and counseling for students with Usher's syndrome will also be provided. An array of cost-effective technical assistance activities will be provided to meet the individual needs of families, service providers, and parents, and local education agencies and families will be provided with technical assistance for more appropriate, functional programming, inclusive educational placements, and student outcomes. Project staff will also collaborate with other agencies for information training, events coordination, activity collaboration, and strategy collaboration for systems change and effective service delivery.

*Products:* Expected benefits of project services and activities include: families and early interventionists having more knowledge and skills to increase children's functional vision and hearing, early communication skills, and adaptations for cognitive and adaptive skills. Parents of school-age children and youth will attain more knowledge about functional programming, adaptive skills, personal futures planning, and inclusive educational practices to increase their advocacy and planning skills. Teachers and related service personnel will increase their competencies in providing effective educational and communication programming for students who are deaf- blind, and an increase will be expected in the numbers of young adults who have transition plans, job training, and opportunities for employment in their home communities.

---

*Grant Number:* **H025A950033**

## State And Multi-State Projects For Children Who Are Deaf-Blind And Optional Pilot Project For Children Who Are Deaf-Blind

*Project Director:* Sandoval, Leo D.

California Dept. of Education
Special Education Division
721 Capitol Mall, PO Box 944272
Sacramento, CA 94244-2720
*Voice:* (916)445-4613

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To provide mandated services to individuals with deaf-blindness from birth through 21 years in the state of California.

*Method:* The California Deaf-Blind Services (CDBS) program provides services through the use of assigned teams consisting of a Family Specialist (a parent of an individual with dual sensory impairments) and an Education Specialist (a person with a teaching background in deaf- blind education). These teams provide the primary access to training and assistance for families and practitioners. Training will be provided on early intervention issues for families and service providers, and CDBS will facilitate the development of residual vision and hearing, establish communication systems, share resources and referrals, provide linkage with educational and medical personnel, and assist in the transition planning process as children move from home-based to center-based programs. Information will also be shared between CDBS staff and clients and medical professionals to maximize health status to ensure students' readiness

to learn. Strategies will be given to facilitate communication and maximize learning strengths. Teams will be trained in functional assessment strategies and will be provided technical assistance to implement these methods. Training content will include such areas as: family-professional collaboration; family interview processes; routine analysis; error analysis; determining instructional strategies; multicultural issues; positive behavior change; planning for inclusion; team building; and specific curriculum areas. CDBS will provide training and technical assistance to facilitate systems change regarding student outcomes and quality of life. Training and technical assistance will also be provided to ensure: coordination of service delivery across educational, medical, and community agencies; inclusion of students with dual sensory impairments in general and special education classroom options; and appropriate modifications of core curriculum through the use of specialized materials, equipment, technology, instructional strategies, and support personnel. The CDBS Statewide Clearinghouse for Information will contain information on planning for inclusion and videotapes demonstrating inclusion strategies. CDBS will also collaborate with a wide array of higher education institutions and adult services agencies to coordinate and provide services facilitating transition into adult life. Parent and professional partnerships will be facilitated through the development of training modules, fact sheets, and lists of activities for increasing communication, vision, hearing, motor, and cognitive skills. Training, technical assistance, and resources will be provided to universities to prepare teachers to serve individuals with dual sensory impairments. The program will also assist local and state agencies to maximize efficient use of scarce resources through regionalization of services, collaboration between agencies, and widespread access to the Statewide Clearinghouse.

*Products:* Approximately 1000 local education agencies, regional centers, and other agencies are expected to use the services and materials developed by this project, and approximately 1000 parents of students with deaf-blindness are expected to benefit from project services by 1999. Families and professionals will receive technical assistance, training, benefits of systems change, and access to the Statewide Clearinghouse.

---

*Grant Number:* **H025A950034**

## This Grant Will Provide For A Needs Assessment, Identification Of Resources And Inservice Training In The Area Of Deaf/blind.

*Project Director:* Mueller, Jack

Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capital Avenue
Cheyenne, WY 82002-0050
*Voice:* (307)777-6202

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To continue the identification of children who are deaf-blind and to provide technical assistance for the development of educational services for those children in the State of Wyoming.

*Method:* A statewide resource will be provided for the identification of children with deaf-blindness through the use of Deaf/Blind/Multi-Handicapped Clinics. Project staff will identify and provide technical assistance, intervention strategies and emotional support for families of children with deaf-blindness as well as agencies and service providers working with these children. An evaluation system will be implemented to determine the effectiveness of the technical assistance given to families, school personnel, teachers and caregivers of children with deaf-blindness. Through collaboration with South Dakota, North Dakota, Nebraska, Minnesota, and Montana, a regional system of coordinated identification and service

delivery will be created for children who are deaf-blind and live on American Indian reservation land in the Great Plains region.

*Products:* The Wyoming Department of Education will continue to distribute a letter introducing and explaining the project's goals and objectives. Articles will be written and placed in statewide publications discussing the project, activities that have taken place, and plans for future activities. Final reports to be developed by the Deaf/Blind/Multi-Handicapped Clinics will be distributed to each child's family, home school district, State Outreach Consultants, and other professionals as indicated by the child's parent or guardian.

---

*Grant Number:* **H025A950036**

## Together We Can: The Virginia Project For The Integration of Children With Deaf-Blindness

*Project Director:* Malatchi, Anne

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Virginia Commonwealth University
Virginia Institute For Developmental Disabilities
MCV Box 980568
Richmond, VA 23284-0568
*Voice:* (804)828-8593

*Purpose:* To implement a comprehensive statewide system of training, technical assistance, consultation, collaboration, information dissemination, and other activities for service providers and families, designed to make a positive impact on services to children with deaf-blindness.

*Method:* Major project activities will be aimed at: facilitating family involvement; providing training and technical assistance statewide to service providers and families, both in planned formats and upon request; supporting collaboration; and disseminating information through a variety of accessible media. Examples of specific planned activities include: assisting families in developing a statewide family network; conducting an annual family weekend; establishing an 800 number to give families and service providers easy access to information and referrals to resources; conducting an annual week-long Summer Institute focusing on effective practices for service providers and families; providing inservice and preservice training on the unique needs of children with deaf-blindness; providing technical assistance on person-centered approaches, service coordination, inclusive education, and community supports; providing intensive training and technical assistance to selected sites to assist them in integrating children with deaf-blindness; continuing and expanding collaboration with state, local, and national agencies and programs; maintaining an updated resource library; and disseminating information about the project through brochures, flyers, and presentations locally, statewide, and nationally.

*Products:* Major expected outcomes will include: service delivery systems that are more responsive to and have greater capacity to meet the needs of children and families; service providers who capably address child and family needs through collaboration and effective practices; families who are better informed, supported, and actively involved in planning for their children; children with deaf-blindness who receive educational and other services with peers without disabilities; and improved methods for collecting and reporting annual statewide census data.

---

*Grant Number:* **H025A950037**

## Oklahoma Deaf-Blind Technical Assistance Project

*Project Director:* Haring, Kathryn A.

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Oklahoma State Department of Education
Special Education System
2500 North Lincoln Blvd
Oklahoma City, OK 73105-4599
*Voice:* (405)521-4155

*Purpose:* To provide technical assistance to personnel serving children and youth with deaf-blindness and their families.

*Method:* Specific technical assistance will be provided to families and youth to facilitate transitions from school to adult community life. This assistance will include development of personal plans, connecting families with adult service agencies, and provision of resource information for professionals and families. Information obtained through this assistance will be used to improve future activities, facilitate inter-agency coordination, and disseminated to professionals and families throughout the state. Coordination between project staff and an early intervention statewide program as well as NICU medical personnel will be enhanced to ensure that infants and toddlers who are deaf-blind are identified as early as possible and that families and professionals working with them are provided frequent opportunities to access technical assistance. Assistance will be provided to facilitate integration of students who are deaf-blind into neighborhood schools, and successful integration strategies will be extended to additional schools. The acquisition of communication, orientation, and mobility skills in individuals who are deaf-blind will be a major focus of technical assistance, as will be facilitation of family involvement.

*Products:* Specific areas of impact of this project will be a larger number of qualified personnel, increased opportunities for education within the least restrictive environment, greater family involvement, improved identification and tracking systems, better coordination between agencies, and improved dissemination of information regarding research findings and exemplary practices in the education of children and youth with deaf-blindness.

---

*Grant Number:* **H025A950039**

## North Dakota Deaf-Blind Services Project

*Project Director:* Skorheim, Nancy

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

North Dakota Department of Public Instruction
Adaptive Services Division
600 E. Blvd Ave.
Bismarck, ND 58505-0440
*Voice:* (701)328-4571

*Purpose:* To provide technical assistance and support to parents, families, and service providers of children with deaf-blindness.

*Method:* Project staff will collaboratively work with agencies and personnel who provide services to children and students with deaf-blindness. This collaboration will result in cooperatively sponsored training

and technical assistance which will maximize available resources and minimize duplication of services. A systematic child find effort will be conducted to identify students with deaf-blindness who currently are not receiving services through the project. Regionalized Statewide Technical Assistance Teams (STAT) comprised of local service providers, will be established and trained. These STAT members will help families and other providers implement empirically validated instructional strategies. Parents and other family members will have a greater role in the service system by becoming advisory council members through the project. In addition, these consumers will receive advocacy and team decision-making training to become more effective members of their children's teams. Finally, the NDDBS project will develop pre-service and inservice training materials to more fully build statewide capacity for services for students with deaf-blindness.

*Products:* Through this project, students will receive quality services, parents and family members will become more active advocates and decision-makers, and service-providers will become more skilled in educating students with deaf blindness. Dissemination activities will include personal contacts, inservice training, and the distribution of project materials. Project staff will develop, disseminate, and maintain video and text resource listings, brochures, and fact sheets.

---

*Grant Number:* **H025A950040**

## Services To Infants, Children And Youth With Deaf-Blindness in Connecticut, Maine, Massachusetts, And New Hampshire

*Project Director:* Mason, Barbara

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172
*Voice:* (617)972-7502

*Purpose:* To continue to improve on provision of technical assistance and consultation to infants, children and youth with deaf- blindness in Connecticut, Maine, Massachusetts and New Hampshire.

*Method:* Specific activities will vary from state to state, but certain Center-based activities will remain in common. Training and technical assistance activities will be driven by a biannual regional needs assessment survey. Early intervention providers in all four states will receive consultation on issues surrounding deaf- blindness, and will be invited to attend regional and statewide training activities. Center consultants will provide information to family members on the impact of deaf-blindness on development, resources and materials available, local, state and federal legislation, and family-to-family support. Transition support services will be provided to all individuals with deaf blindness as they move from infant to preschool services, preschool to regular school, from classroom to classroom, and when they leave public education services to enter the adult system. Through case recordings, technical assistance evaluation and documentation of ongoing progress, the Center will ensure child- specific and family outcomes.

*Products:* Project activities will ensure that all children from birth through 22 years of age in the four-state region will receive needed direct services to achieve their potential and assure full participation in school, family life, work and community. Technical assistance services will further enhance each state's ability to serve these children and their families. Project products planned for publication and dissemination include a staff handbook for community residential programs serving deaf-blind people, a preschool transi-

tion checklist for parents and programs, adult strategies for sensorimotor activities, and recreation and leisure skills planning for children and youth with deaf-blindness.

*Grant Number:* **H025A950041**

## Colorado Services for Children with Deaf-Blindness

*Project Director:* Anthony, Tanni L.

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Colorado Department of Education
Special Education Services Unit
201 East Colfax Avenue
Denver, CO 80203
*Voice:* (303)866-6681

*Purpose:* To continue the provision of mandated services to infants, children, and youth with deaf-blindness in Colorado.

*Method:* The project's philosophical base emphasizes the following practices and trends: family support; least restrictive environments; need for specialized services; curricula instruction practices; team approaches; and interagency collaboration. In order to improve Colorado's ability to identify children with deaf-blindness, special materials and procedures will be developed to publicize this project and available services. Child count and child find activities will be coordinated with other state offices, and a standardized process for referral to project services will be implemented. Information on effective vision and hearing screening methods will also be developed and disseminated. The project will establish a system on ongoing inservice training for families and service providers of children and youth with deaf-blindness, and special support will be extended to preservice special education teacher training programs. An ongoing formal needs assessment process will be developed to determine and monitor technical assistance needs, and consultation services will be provided to personnel working with students with deaf- blindness in early intervention programs, local education agencies, and other agencies. A written action plan with follow-up and evaluation strategies will be developed to facilitate technical assistance delivery. Efforts to support transition services for students with deaf-blindness will incorporate Personal Futures Planning, and will emphasize involvement of family, service providers, and other key stakeholders in all transition planning. A summer family retreat will be provided for families of identified children, as will financial aid for families otherwise unable to attend project activities and other parent conferences.

*Products:* Procedures to be used in disseminating project activities and services will include: direct mailings; a project newsletter and advertisements in other periodicals; project posters; preservice and inservice training; conference presentations; technical assistance consultations; and electronic mail.

*Grant Number:* **H025A950042**

## The Delivery of Services to Children with Deaf-Blindness in West Virginia

*Project Director:* Valentine, Michael

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

West Virginia Department of Education
Office of Special Education Programs and Assurances
Building 6, Room B-304, CAP Complex
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
*Voice:* (304)558-2696

*Purpose:* To improve special education and related services for children with deaf-blindness in West Virginia.

*Method:* Project staff will distribute information regarding the state definition of deaf-blindness to local education agencies and state operated programs, after which census data will be collected from agencies and coordinated with the current computerized tracking system. Following a statewide needs assessment study, staff will collaborate locally, regionally and nationally with professionals recognized for their expertise in the field of deaf- blindness to develop a teacher education curriculum providing skills necessary for the proper and efficient provision of early intervention, educational and related services. A student summer institute will be designed to reflect research findings and exemplary practices including provision of age-appropriate services for participants. Service providers will also have opportunities to attend summer institutes. Based on the Deaf-Blind Census and input from regional education service agencies, a minimum of three Regional Consultants will be selected and trained in exemplary practices across all ages and disciplines. Regional Consultants will establish and foster cooperative relationships with local service providers, children with deaf-blindness, and their families to ensure the provision of age-appropriate and comprehensive services as they progress through early intervention programs, educational programs, and adult services. Consultants will also produce videotaped documentation of each student in order to seek technical assistance from national experts and as technical assistance for receiving teachers. Expanded transition services will lower the age for beginning transition services to fourteen within established and successful local teams, while two additional local transition teams are added to the current three.

*Products:* Since knowledge of available resources is a prerequisite to access to these resources by professionals and families, project staff will maintain a clearinghouses of national, state and local resources and a matching mailing list for updating stakeholders regarding resource availability. The statewide Deaf-Blind newsletter will be maintained, an information on deaf-blindness and available services will be presented at state conferences.

*Grant Number:* **H025A950043**

## Puerto Rico State Projects for Children Who Are Deaf-Blind

*Project Director:* Santana, Thomas J.

Puerto Rico Department of Education
PO Box 190759
San Juan, PR 00919-0759
*Voice:* (787)782-8994

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To provide technical assistance to public and private agencies, institutions and organizations providing early intervention, educational, transitional, vocational, early identification and related services to children with deaf-blindness, to ensure that they may more effectively implement services for the deaf-blind population, parents and other service providers.

*Method:* Project staff and associates will work to increase collaboration efforts between public agencies and other non-profit programs to enhance direct services, increase opportunities for professional development among teachers and service providers, and initiate local research in the area of deaf-blindness. Yearly workshops will be provided to student teachers and graduate students to establish awareness among future professionals, and graduate students will be allowed to participate in a Directed Research program. A local agency for Deaf individuals will provide sign language courses for teachers, paraprofessionals and other service providers and a local institute for the blind will provide training and technical assistance on orientation, mobility and independent living skills, in exchange for which each organization will receive assistance in applying their specific expertise to meet the needs of clients with dual sensory impairments. A reverse inclusive preschool will be maintained to promote direct social integration between children with deaf-blindness and nondisabled peers. Direct technical assistance to teachers will be provided on educational aspects on early childhood intervention for infants at risk for deaf-blindness, while separate technical assistance activities will focus on broadening awareness among professionals, paraprofessionals, parents and other service providers on the benefits of implementing initiatives to provide education alternatives for students with deaf-blindness in the least restrictive environment. Services to promote effective transitions for youth with deaf-blindness will involve technical assistance, training, and skills development focusing on educational trends that have been successful in the integration of individuals with deaf-blindness into mainstream society. Transitional materials such as video resumes will be developed through this technical assistance. Activities to promote parental involvement will include provision of increased opportunities for parents to benefit from direct technical assistance and participation in workshops which address policies, collaborative efforts, educational trends toward inclusion, community integration, job placement and other appropriate educational programs. On parent workshop per year will be offered in which parents will be trained in their role in the collaborative process of educating their children.

*Products:* Through technical assistance, knowledge of educational trends which will increase opportunities for community-based instruction, inclusion programs, transition services and job placement will be disseminated to regular and special education teachers, other service providers and potential employers. A wide array of technical assistance options available at various levels to various audiences will enhance existing services provided to deaf-blind children and youth from early intervention to secondary transition. Project activities will be disseminated through production of a promotional videotape as well as publication of informative brochures and other promotional materials.

*Grant Number:*H025A950044

## Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities

*Project Director:*McGraw, Loretta

Maryland State Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, MD 21201
*Voice:*(410)767-0233

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

*Purpose:*To enhance the quality of direct services currently being offered to students with deaf-blindness by emphasizing the provision of technical assistance and consultation, preservice and inservice training stressing best practices and placement in the least restrictive environment, training for expanding parent involvement, and collaboration and dissemination.

*Method:*Because Maryland is a birth mandate state, the major thrust of this project will be technical assistance and consultation. Technical assistance and consultation will be provided to state operated programs, local education agencies, local infant and toddler programs, private agencies, and rehabilitation programs serving infants, toddlers, children and youth with deaf-blindness to assist special and regular education teachers, paraprofessionals, administrators, and other professionals in providing special education and related services, early intervention, identification, and vocational and transitional services. The use of exemplary practices will be promoted through provision of preservice and inservice training to professionals, paraprofessionals, and related service personnel. Training and consultation will also be provided to families, and local capacity to provide training and technical assistance to families will be built up. Staff will facilitate the collection and dissemination of relevant information, current research, and innovative practices, and will help build collaborative networks among parents, education professionals, higher education staff, and agency staff. A Comprehensive System of Personnel Development (CSPD) will be designed to integrate the current system into a multi-agency network including provisions for public and private providers, primary referral sources, parents, paraprofessionals, and case managers. A statewide training consortium will be established to coordinate and highlight existing personnel development efforts within the state.

*Products:*Expected benefits of project services include: services to children who are deaf-blind which reflect an emphasis on exemplary educational practices in least restrictive environments; increased child identification with more accurate and complete information on families; implementation of an ongoing family support and information program; and increased coordination and collaboration among service providers.

*Grant Number:* **H025A950045**

## The Great Lakes Regional Center For Deaf-Blind Education

*Project Director:* Stephens, Thomas M.

University of Dayton
School of Education
300 College Park
Dayton, OH 45469-0104
*Voice:* (614)785-1163

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To employ a needs-driven model for provision of technical assistance and direct services related to the education of children who are deaf-blind in Ohio and Wisconsin.

*Method:* The Regional Center will collaborate with the Ohio Department of Health to provide early intervention services, including early identification and referral management as well as direct services. Direct services will feature a coordinated plan for each child served, family-centered assessments, itinerant early intervention services, assistance in developing and implementing transition plans and family networking opportunities. Family members will be provided with a variety of service options and opportunities to access the resources of the Regional Center. Through updated project information materials and mailing lists, project staff will perform an updated census to be coordinated with the current child count system. A survey of needs will be conducted among health professionals and other service providers serving children with deaf-blindness, and outreach services will be provided based on findings from this survey. Anticipated outreach will include a disseminated database of local, state, and regional resources, onsite technical assistance, and a system of mini-grants and pilot project sites for service providers. Training for professionals will be provided through summer institutes, a Deaf- Blind Mentor-Link Network, a series of educational modules for educating students with dual sensory impairments, training seminars for respite care providers, and coordinated distance learning opportunities. Pilot project sites will focus on provision of best educational practices in the areas of functional curriculum, communication, sensory development, nonaversive behavior management, self-determination, integrated teaming, transition planning, and family centered early intervention services. Pilot sites will be provided with the resources necessary to implement these practices, and will also serve as observation sites so service providers and families will have opportunities to observe the efforts. Family services will include weekend parent retreats, sibling retreats, family weekends, and the development and maintenance of a network of Parent Leaders. Collaboration with colleges and universities will include annual seminars on topics related to deaf-blindness, assistance to personnel in preparing grant applications, promotion of the development of course work, materials, and research, presentations at annual conferences, and assistance in the coordination of preservice and inservice training in deaf-blindness.

*Products:* In addition to the above benefits from direct services and technical assistance, project information will be disseminated through the following media: a promotional videotape highlighting the Regional Center's services and activities; quarterly production of a Regional Center newsletter; distribution of numerous project brochures; arrangement of information tables at national, state, and local conferences to display promotional material; announcements of future project activities in newsletters of various agencies throughout both states; a handbook of strategies and activities to accompany Mentor- Link seminars; and a series of training modules on educating children and youth with dual sensory impairments or multiple disabilities.

*Grant Number:*H025A950047

## Illinois State Project: Services For Children With Deaf- Blindness Program

*Project Director:*Sims, Barbara

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Illinois State Board of Education
Department of Special Education
100 North First Street
Springfield, IL 62777-0001
*Voice:*(217)782-6601

*Purpose:*To provide technical assistance to public and private agencies, institutions and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf-blindness in Illinois.

*Method:*Eight specialists in deaf-blind services will work with this project, living and working in different strategic geographic areas of the state. These specialists will work with local school programs and community service providers to identify and provide technical assistance to children. Specialists will conduct informal functional vision and hearing evaluations, and they will assist in the process of making referrals for formal diagnostic evaluations. Technical assistance may be requested in any area or curricular domain; previous needs assessment surveys have indicated an interest for training and technical assistance in functional curriculum, communication, behavior management, transition, vision and hearing information, orientation and mobility, integration/inclusion, and instructional best practices.

*Products:*Informational brochures, periodic telephone contacts, and training on a variety of topics will be provided to program staff. Presentations will be made at statewide conferences as a way to inform special education personnel and community service providers about the issues of deaf-blindness, services available, and to increase the identification of eligible children and those suspected of having dual sensory impairments. Training videotapes and inservice training modules will be developed and organized by content areas most frequently identified on needs assessment surveys. This project will also support the development of a statewide family organization and a statewide technical assistance team. Regional meetings, a statewide conference, a Family Weekend, and a quarterly newsletter are all planned to help pool statewide resources.

---

*Grant Number:*H025A950048

## Services for Children with Deaf-Blindness

*Project Director:*Self, Sandra T.

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 1999

Tennessee Department of Education
Division of Special Education
710 James Robertson Parkway
8th Floor - Gateway Plaza
Nash ville, TN 37243-0383
*Voice:*(615)741-2851

*Purpose:*To develop coordinated, comprehensive, and longitudinal service plans for each individual with deaf-blindness, including early identification, appropriate education programs, transition, assistance with

competitive or supported employment, assistance with residential options for independent living, and a mechanism for tracking the individual throughout the service delivery system.

*Method:* The proposed project will capitalize on the inherent strengths of providers and family members as change agents within their home communities. This will be achieved through the development of a model a quality practices and the concurrent linkage of valuable state and local resources to strengthen formal and informal networks throughout the state. The quality practices model will be based on the Tennessee teacher licensure standards for special education, a competency-based model. Specific content, knowledge and skills will be embedded into these competencies across the five licensure areas (mild disabilities, moderate and severe disabilities, vision, hearing, and early childhood) to reflect the additional skills required to appropriately meet the needs of students with deaf-blindness in each of these categories. The awareness of individuals with deaf- blindness will be enhanced through the infusion of information, adaptations, and accommodations related to learners with deaf-blindness into the networks, groups, and agencies that are advocating and working for quality educational, vocational, and early intervention services for all citizens with disabilities. The skills of practitioners working with these individuals will be improved to reflect current research findings and exemplary practices, and family and consumer input will be enhanced at all levels of the project including interagency collaboration, information dissemination, materials development, and training activities.

*Products:* Information regarding the project will be disseminated throughout the state to service providers and family members of individuals with deaf-blindness. Dissemination materials and activities will include the following: a referral package (including information on local education agencies, special schools, Head Start programs, and early intervention agencies). yearly census updates, regional workshops, presentations at local and statewide conferences, slide presentations, project brochures, onsite technical assistance, project newsletters, and a resource library with a toll free 800 number.

---

*Grant Number:* **H025A950049**

## Hawaii Project for Students Who Are Deaf-Blind

*Project Director:* Kishi, Gloria

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

Hawaii Department of Education
OIS/Special Education
PO Box 230
Honolulu, HI 96815
*Voice:* (808)733-4839

*Purpose:* To continue provision of quality services to Hawaiian students with deaf-blindness, ages 0 to 20 years old.

*Method:* This project will work closely with each school district to train cadres of teachers, paraprofessionals, therapists, and parents in the provision of state-of-the-art services to children who are deaf-blind. The project will also place a strong emphasis on the inclusion of parents, consumers, and other family members in all project undertakings. Parents and caregivers will be provided with training to expand their ability to provide nonrestrictive home and community life for children and youth who are deaf-blind. Inservice training will be provided to include the following previously identified areas of need: functional assessment and curricula; transition; challenging behaviors; orientation/mobility; inclusive educational and vocational programs; and communication. The Hawaii Project will also serve in cooperation with the Department of Health and Vocational Rehabilitation as the state's major coordination body on activities related to persons with deaf-blindness of all ages.

*Products:* Anticipated outcomes include the following: improved educational programs for students who are deaf-blind including opportunities for ongoing interaction with nondisabled peers; increased opportunities for students with deaf-blindness to participate in community-based instruction including the presence of vocational, leisure, community, and domestic IEP goals and objectives; and improved post-school options for students who are deaf-blind, including opportunities for supported employment. Individualized Transition Plans will be developed to facilitate coordination of post-schools services.

*Grant Number:* **H025A950050**

## Partnership For Deaf-Blind Technical Assistance Services

*Project Director:* Kelly, Dotty

University of Hawaii
Office of Research Administration
2540 Maile Way, Spalding 253
University Affiliated Programs
Honolulu, HI 96 822
*Voice:* (808)956-6449

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

*Purpose:* To provide technical assistance to public and private agencies, institutions and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children and youth with deaf-blindness to ensure that quality supports and services are provided to enable individuals with deaf-blindness to live, work, and recreate with friends in their home communities.

*Method:* This project will combine two conceptual methodologies: (a) systemic and consumer-focused determination of the successful status of practices on model components to be implemented and/or replicated; and (b) an interagency team empowerment process for the implementation and dissemination of selected successful practices. The project will employ a cadre of Pacific Basin technical experts and consultants who have expertise related to serving children and youth with deaf- blindness, as well as developing interagency teams and providing support and onsite technical assistance in Pacific jurisdictions. Supportive partnerships will be structured and implemented between participating interagency teams, and an interagency team empowerment process will be implemented in each jurisdiction to test, implement and replicate successful education and inclusion practices. Data on exemplary self-determination practices will be organized, synthesized, and shared, and project staff will assist other Pacific jurisdictions to replicate and institutionalize program components found to be effective in enhancing self-determination outcomes for children with deaf-blindness and their families.

*Products:* Staff will develop and disseminate written descriptions of technical assistance processes and products developed through the interagency team empowerment process and those program innovations which prove to be effective. Project evaluation will include satisfaction data, mastery of knowledge data, skill implementation data, systems change/program impact data, and child change/outcome data.

*Grant Number:* **H025A950051**

## New Mexico Deaf-Blind Services

*Project Director:* Roach, Wanda

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 1999

New Mexico School for the Deaf
1060 Cerrilos Road
Sante Fe, NM 87503
*Voice:* (505)827-6707

*Purpose:* To continue services provided by the New Mexico School for the Deaf to infants, children, and youths with multiple sensory impairments, their families, and their service providers.

*Products:* Statewide workshops, conferences, inservices, and a summer institute, all of which include follow-up activities, will support participants in all regions of the state. Products to be disseminated will include: NMDBS brochures, a newsletter, an updated curriculum guide, directory, lending library and resource list, and special activity- based bulletins. These materials will be made available to all education, health, and adult service agencies as well as parent organizations and other interested individuals.

# (84.025C)
## Technical Assistance to Grantees under State and Multi-State Projects for Children Who are Deaf-Blind

*Grant Number:* **H025C960001**

## The National Technical Assistance Consortium For Children and Young Adults Who Are Deaf-Blind

*Project Director:* Baldwin, Victor

Western Oregon State College
Teaching Research Division
345 N. Monmouth Avenue
Monmouth, OR 97361
*Voice:* (503)838-8391

*Beginning Date:* Oct 1, 1996
*Ending Date:* Sep 30, 2001

*Purpose:* To assist states to improve the quality of existing placements and services for individuals (birth through young adulthood) who are deaf-blind, and to increase the numbers of children/young adults, their families, and their service providers who will benefit from these services.

*Method:* Project staff will assist state and multi-state grantees and critical state stakeholders to identify service needs across the age ranges and to develop long range State Technical Assistance Plans. "State-Local Team Partnerships" will be implemented for establishing coordinated family and person-centered services for infants through transition-age children and young adults who are deaf-blind. Technical assistance will be provided to agencies and organizations that are responsible for infant, toddler and preschool services as well as educational and transitional services. Technical assistance for parents and family members will be designed to empower, inform, and develop skills in advocating for and participating in effective service delivery systems. Technical assistance to young adults will emphasize self-determination and self-advocacy. A nationwide database will be developed on the demographic characteristics of infants, children, and young adults who are deaf-blind. This project will also provide planning and managerial support for the annual meeting of directors of projects serving children and young adults who are deaf-blind.

*Products:* Anticipated benefits include: (a) greater capacities for local and state agencies to provide effective services and placements; (b) greater ability by families, advocates, and individuals who are deaf-blind to access available services; (c) the development of infrastructures to impact systems change; (d) a broader array of technical assistance services; and (e) more effective child count and tracking systems for children and young adults with deaf-blindness.

BEST COPY AVAILABLE

# (84.025U)
# National Clearinghouse for Children Who are Deaf-Blind

*Grant Number:* **H025U960001**

## DB-LINK (The National Information Clearinghouse on Children Who are DEAF-BLIND)

*Project Director:* Reiman, John

Western Oregon State College
Teaching Research Division
345 N Monmouth Avenue
Monmouth, OR 97361
*Voice:* (503)838-8776

*Beginning Date:* Oct 1, 1996
*Ending Date:* Sep 30, 1999

*Purpose:* To provide accurate and cost-free information related to children and youth who are deaf-blind, their families, and the professionals who serve them.

*Method:* DB-LINK has been primarily the work of the Helen Keller National Center, the Perkins School for the Blind, and Teaching Research. These three agencies have worked in harmony to develop a national clearinghouses that locates, organizes, manages, and disseminates information about deaf-blindness in areas that include: effective early intervention, special education, and general education practices; related medical, health, social, and recreational services; relevant legal issues; employment and independent living; postsecondary educational services; and information on the nature of deaf-blindness. The multiple databases maintained by DB-LINK include bibliographic as well as local, regional, national, and international resources that serve the target population. This information is disseminated to a wide audience including 307.11 Coordinators, other professionals, parents, employers, and members of the public. An inquiry-response process tailored to the needs of the requestor utilizes a combination of traditional (toll-free voice/tty phones, hard-copy information packets, etc.) and electronic means (Internet, World Wide Web, etc.) to disseminate information. During the funded period to come, DB-LINK will continue responding to inquiries, and will also pursue the pro-active dissemination of current materials, as well as the identification of areas for programming, material development, training, and expansion of services. A new focus will be placed on meeting the informational needs of parents and to reach inner-city, rural, and non-English-speaking populations.

*Products:* DB-LINK will publish up to three fact sheets or briefing papers per year, and three resource lists per year, as well as co-sponsoring three issues of "Deaf-Blind Perspectives" per year. Project staff will collaborate twice annually in the publication, reprint, or review of its work in the publications of other agencies. A process assessment based on findings of a focus group will be published also.

# (84.029J)
# *Outreach Services to Minority Entities to Expand Research Capacity*

***Grant Number:*H029J960006**

## Center of Minority Research in Special Education

*Project Director:*Hallahan, Daniel; Kauffman, James; Trent, Stanley

*Beginning Date:*Jan 1, 1997
*Ending Date:*Dec 31, 1999

University of Virginia
Curry School of Education
405 Emmet St. South
Charlottesville, VA 22936
*Voice:*(804)924-0756
*Fax:*(804)924-0747
*E-mail:*dph @virginia.edu

*Purpose:*To enhance the capacity of minority researchers in special education to build and pursue research agendas focused on minority issues in the education of students with disabilities.

*Method:*The theoretical basis of this project will emphasize the personal, interpersonal, and community variables essential to the future of minority scholars as a sustained research presence in the field of special education. Four new minority scholars will be recruited for doctoral study at the University of Virginia, with a substantial portion of their program devoted to providing carefully structured opportunities for networking with minority scholars from around the country. Each year of the project, six emerging minority scholars will be provided with postdoctoral fellowships and necessary resources (for example, computer technology and graduate assistance) to take advantage of mentoring from established research leaders. This mentoring will lead to collaborative research grant proposals between emerging and established scholars. Other minority scholars will be invited to interact with each other, the postdoctoral fellows, and doctoral students in content and skill-building seminars. Joining in this project will be the Alliance 2000 Project and Project SUCCESS at the University of New Mexico, as well as the Bueno Center at the University of Colorado.

*Products:*Project findings will be disseminated via journal articles, conference presentations, electronic listservs, and other appropriate outlets. Two newsletters per year describing project activities will be published and sent to the 300 institutions on the Alliance 2000 mailing list. Alliance 2000 and Project SUCCESS will help provide linkages of the minority scholars. The Bueno Center will do likewise, while also facilitating the development of a research agenda for scholars pursuing minority issues focused on Hispanic/Latino populations.

# (84.029M and 84.328M)
# Parent Training and Information Centers

*Grant Number:* **H029M940001**

## TASK Parent Training Project

*Project Director:* Tellefsen, Joan

*Beginning Date:* Jul 1, 1994
*Ending Date:* Jun 30, 1999

Team Advocacy-Special Kids
100 W Cerritos Ave
Anaheim, CA 92805
*Voice:* (714)533-8275

*Purpose:* The purpose of Team of Advocates for Special Kids (TASK) is to address the continued documented need for increased parental participation in the special education process in Southern California, and those areas of Northern California presently unserved by the Northern California Coalition, including continued intense outreach to underserved populations.

*Method:* This project will provide training and information to 4,000 parents of children and youth with disabilities and to persons who work with parents to enable them to participate more fully and effectively in meeting the educational needs of their children with disabilities. TASK will continue to serve the Hispanic, African-American, Korean and military populations, and continues outreach to Asian and Native American populations. The project supports the National Education Goals by improving services for infants, toddlers, children, and youth with disabilities and by so doing helping them to reach the high levels of achievement called for in the National Education Goals. Parents will be assisted to better understand the nature and needs of disabling conditions of children; provide follow-up support for educational programs of children with disabilities; communicate more effectively with special regular educators, administrators, related services personnel and other relevant professionals; participate in educational decision making processes, including the development of the individualized education program for a child with disability; obtain appropriate information about the range of options, programs, services, and resources available at the national, state, and local levels to assist infants, toddlers, children, and youth, with disabilities under Part B and Part H of the Individuals with Disabilities Education Act. The project develops parental skills in planning, communicating, and participating productively in the IEP process through workshops, individual assistance, disability fact sheets, resource and referral information through the service area, and provides the opportunity to assess the technology needs of persons with a disability, whether those needs are in the home, school or workplace. TASK provides services to 10 counties in Southern California covering 56,579 square miles, the most populous region in the state, serving 317,493 special education students (59% of California's students with disabilities); and technical assistance, including accepting collect calls from parents in a 66,901 square mile area with 47,281 (9%) special education students in that rural portion of northern California unserved by the Northern California Coalition.

*Grant Number:* **H029M940010**

## Massachusetts 2000 Partnerships In Change Project

*Project Director:* Higgins, Artie

*Beginning Date:* Aug 1, 1994
*Ending Date:* Jul 31, 1999

Federation for Children with Special Needs
95 Berkeley St, #104
Boston, MA 02116
*Voice:* (617)482-2915

*Purpose:* The purpose of this project is to assist parents with the challenges that range from the movement toward inclusive education to scarce resources and limited funding. The Federation for Children with Special Needs will operate Massachusetts 2000: Partnerships in Change Project to offer information and training to assist parents to empower themselves and to prepare to work collaboratively as equal partners with professionals.

*Method:* The goals of this project include: 1) providing information and technical assistance to 13,000 parents and professionals to strengthen their collaborative roles in the provision of special education; 2) assisting parents to assume their roles as active decision-makers in the education of children with disabilities through workshops designed to respond to specific parent-identified needs; 3) establishing and coordinating parent/professional coalitions which will reduce isolation, support proactive parent involvement, and encourage the sharing of information and resources about emerging issues and practices; 4) improving the overall services of the Federation through development of a satellite system designed to meet the unique needs of parents in their respective communities, including minority communities. Selected parents and others who demonstrate leadership in their communities will receive additional training to become a significant source of support and assistance to other parents. These parent leaders will constitute a new coalition consisting of local parent advisory council members, community leaders, adults with disabilities, educators, and service providers. The role of the coalition is to develop a regional network of resources, to share information, and to increase awareness of shared issues. It will include parents and professionals from culturally and racially diverse groups. The project will respond to needs that have been identified by parents as individuals, as members of local parent advisory councils, from the experiences and evaluation data collected during the current PTI project, through a statewide needs assessment survey, and through published reports.

---

*Grant Number:* **H029M940013**

## Urban Parent Training Project

*Project Director:* Moore, Don

*Beginning Date:* Jun 6, 1994
*Ending Date:* Jun 5, 1999

Designs for Change
6 N. Michigan Ave., Suite 1600
Chicago , IL

*Purpose:* This project is one of a group of projects that support parent organizations for the purpose of providing training and information to: 1)parents of infants, toddlers, children, and youth with disabilities, and 2)people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique

training and information needs of parents and must assist parents to: 1) understand the needs and potential of their children with disabilities; 2) provide follow-up support for their children's educational programs; 3) communicate more effectively with professionals; 4) participate fully in educational decision making; 5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and 6) understand the provisions for educating children with disabilities under Part B of the Individuals with Disabilities Education Act.

---

*Grant Number:* **H029M940015**

## Education For Parents Of American Indian Children With Special Needs

*Project Director:* Gorospe, Martha

*Beginning Date:* Aug 1, 1994
*Ending Date:* Jul 31, 1999

Southwest Community Resources
412 Camino Don Tomas, Box 788
Bernalillo, NM 87004
*Voice:* (505)867-3396

*Purpose:* The (Education for Parents of Indian Children with Special Needs) EPICS Project is an innovative parent information and training project for American Indian families with special needs children and youth. The project serves Indian families who live in reservation communities throughout the United States. The project has two major goals: 1) to provide information and training directly to Indian parents in order to facilitate their active involvement in meeting the educational needs of their children; and 2) to enhance the capability of institutions and organizations to involve Indian parents in their children's educational programs.

*Method:* The project will actively collaborate and coordinate with school systems, state agencies, institutions and parent organizations at local, regional and national levels. An important project goal is that elements of the project's training methods will be replicated by parent organizations, educational institutions and tribal programs that serve American Indian families whose children have disabilities or other special needs.

---

*Grant Number:* **H029M940016**

## Network for Family Leadership

*Project Director:* Takemoto, Cheryl

*Beginning Date:* Jul 1, 1994
*Ending Date:* Jun 30, 1999

Parent Educational Advocacy Training Center
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
*Voice:* (703)691-7826
*Fax:* (703)691-8148
*E-mail:* partners@peatc.org

*Purpose:* The Network of Family Leadership Project will provide a large and diverse group of Virginia parents with training, supporrt and information in the knowledge and skills advocacy for early interven-

tion, special education and transition services for individuals with disabilities. The guiding principles are the following: 1) information must be made available to families in a manner which is responsive to their strengths, learning styles, and preferences; 2) children benefit from early intervention, special education and transition services when families and service providers work collaboratively to plan and implement effective programs; 3) parents fulfill active and meaningful roles, not only in making decisions in their children's education, but also in becoming leaders in training, advocacy, policy development, and programs.

*Method:* This project will assist parents in fulfilling their rightful role in the parent-educator partnership. In all activities, parents assume the central role in developing courses, presenting courses, advocating for their own and others' children, educating professionals about the contribution of parents to the educational process and guiding the direction and projects of the Parent Educational Advocacy Training Center (PEATC). Parents in communities throughout Virginia will 1) know how to participate knowledgeably in decision making regarding the children's educational programs; 2) understand their rights and responsibilities under the IDEA; and 3) be able to communicate more effectively with special and regular educators, administrators, related services personnel, and other relevant professionals. The Network for Family Leadership Project will build coalitions of families and professionals to ensure quality early intervention and special education services for children and youth through Virginia. During the project, PEATC staff will work with existing parent groups, agencies and organizations to expand networks and join resources to meet the information, training and support needs of parents representing a culturally diverse population.

---

*Grant Number:* **H029M940017**

## Project PEP (Parents As Education Partners)

*Project Director:* Aghazadian, Marieanne

*Beginning Date:* Jul 1, 1994
*Ending Date:* Jun 30, 1999

Parent Information Center
700 Barksdale Rd, Suite 6
Newark, DE 19711
*Voice:* (302)366-0152

*Purpose:* This project, Delaware's only Parent Training and Information Project, will make available to families of exceptional children and to professionals in special education, the services that form, support, and enhance effective partnerships to benefit children and youth with disabilities throughout the state.

*Method:* The statewide program developed by this project will inform parents and professionals of their rights and responsibilities, assist them in the implementation of promising educational practices; through conferences it will present topics of importance to parents and enable them to network with each other; it will facilitate a statewide initiative to improve communication and collaboration among parents and professionals to foster and maintain positive and effective partnerships; and it will coordinate a statewide information dissemination program to collect, research, and disseminate information pertaining to disabilities, services, and best practices.

---

*Grant Number:* **H029M940018**

## Parent Partners

*Project Director:* Armstrong, Linda

*Beginning Date:* Apr 1, 1994
*Ending Date:* Mar 31, 1999

Arc of Mississippi
3111 Northstate St
Jackson, MS 39216
*Voice:* (601)362-4830

*Purpose:* The purpose of this project, Parent Partners, is to meet the training and information needs of parents of children with disabilities in Mississippi.

*Method:* Parent Partners will accomplish the following goals: 1) continue and expand the dissemination of information relevant to the education of children with disabilities, and othe related areas, to their parents and other interested parties by increasing the number of parents served; establishing a referral list; acquiring additional audio and video presentations; developing parent packets; increasing organizational affiliates and project volunteers; and performing othe similar activities; 2) increasing specific technical assistance related activities; 3) expanding the opportunities other organizations have to participate in, sponsor or offer training (including the project's annual conference); 4) devoting special attention to the educational needs of children with disabilities form underrepresented groups through consulting with other states to develop and/or implement proven methods and increasing media campaigns.

*Grant Number:* **H029M940020**

## Parents Training Parents: A Project To Provide A Parent Training And Information Center

*Project Director:* Shreck, Bev

*Beginning Date:* Jul 1, 1994
*Ending Date:* Jun 30, 1999

South Dakota Parent Connection
3701 West 49th St.
Suite 200B
Sioux Falls, SD 57106
*Voice:* (605)361-3171

*Purpose:* The South Dakota Parent Connection is an organization devoted to the concerns of education for children and youth with disabilities. The purpose of the Parents Training Parents project and the philosophy of the organization centers on "parents helping parents to build successful educational partnerships."

*Method:* The Parents Training Parents project will provide six levels of service to assist parents and families: 1) locally based training for parents and families which includes at least 40 workshops; 2) training of parent trainers which consists of 30 trainers across the state available to meet the current and emerging needs of parents at the beginning, intermediate, and advanced levels of training needs; 3) individual information and assistance for parents and families to at least 2,000 parents and professionals annually who contact the center by phone or mail through written materials on topics such as early intervention, emerging trends in special education, transition, family impact, and unique issues of remote rural families and

American Indian families; 4) public information and dissemination activities to 6,000 persons will enhance provision of information to the general public, parents and professionals, and others about programs for children with disabilities; 5) parent and professional collaboration will occur and participation on task forces and policymaking boards will take place to foster more effective communication, networking, and statewide planning; and 6) direct training of personnel in the delivery of special education services through inservice training, preservice training, policy making efforts, and training of higher education professionals will be highlighted.

*Grant Number:* **H029M940021**

## PACER's Parent Training Project

*Project Director:* Goldberg, Paula

*Beginning Date:* Aug 1, 1994
*Ending Date:* Jul 31, 1999

PACER Center
4826 Chicago Ave South
Minneapolis, MN 5541 7
*Voice:* (612)827-2966

*Purpose:* PACER Center (the Parent Advocacy Coalition for Educational Rights) is a coalition of 19 disability groups in Minnesota whose focus is the education of children and young adults with disabilities. As a statewide organization, PACER serves parents of children with all disabilities (mental, emotional, physical and learning disabilities and health impairments). The PACER staff and board of directors are composed primarily of parents of children with disabilities, and the philosophy of the organization is "parents helping parent."

*Method:* PACER will conduct seven levels of service in its parent training project. They are the following: 1) Public information and dissemination that will reach 50,000 members of the general public through the media, 400 people through presentations to community groups, and 47,000 recipients of the project's newsletter each year. The project will use radio and cable TV programming, particularly in the Hmong and Spanish communities, and a new method to reach underrepresented families; 2) PACER will present basic training in the form of three types of workshops ( 8 to 11 a year for 275 to 375 people) on basic concepts for parents under IDEA; 3) PACER will present specialized training on the following topics: outcome based education for students with disabilities, extracurricular and recreation/leisure activities and IDEA, transition planning, emotional disorders, attention deficit hyperactivity disorder, early childhood parent leadership, fetal alcohol syndrome/fetal alcohol effects, and inclusion/LRE; 4) PACER will expand its existing services to include more African-American, Hmong, American Indian, Hispanic, and low-income parents in all levels of service; 5) PACER will provide advanced training and regional trainers with new methods, including the use of technology, to increase the number of regional parent leaders or advocates in Minnesota who can assist other parents and increase the impact of PACER's resources; 6) PACER will provide individual information and assistance to 6,500 to 7,500 parents and professionals who contact the Center by phone and mail; and 7) PACER will foster parent and professional collaboration by presenting four to six inservice and preservice sessions for 100 to 200 professionals on parent perspectives, and PACER staff will participate on five task forces and policymaking boards to foster more effective communication, networking and statewide planning.

*Grant Number:* **H029M940023**

## MPACT - Missouri Parents ACT/Statewide Parent Training And Information

*Project Director:* Kolaga, Kent

*Beginning Date:* Aug 1, 1994
*Ending Date:* Jul 31, 1999

Missouri Parents Action
2100 S. Brentwood
Springfield, MO 65804
*Voice:* (417)882-7434
*Fax:* (417)882-8413

*Purpose:* Missouri Parents Act (MPACT) is a statewide parent training and information center with the purpose of empowering parents to advocate successfully for their children with disabilities and to participate fully in the educational decision making process. This project's dream is that the education of every child with a disability will lead to maximum independence, inclusion and participation in community life. The project's vision is to provide a web of high quality services that reach into every corner of Missouri.

*Method:* MPACT's goals are the following: 1) Missouri parents will improve their understanding of their child's disability, educational needs, program options, services and resources; 2) Missouri parents will understand their rights and responsibilities under IDEA and related federal and state laws and regulations; 3) Missouri parents will exercise their rights and responsibilities, will communicate effectively with professionals and will participate fully in the educational decision-making process; and 4) Missouri parents who are traditionally underrepresented, including minorities, low- income families, rural and urban families and parents of children under five will participate fully in all MPACT programs and activities.

---

*Grant Number:* **H029M940025**

## Parent-to-Parent Training: Parents as Effective Participants in the Educational & Service Delivery Process of Their Infants/Youth with Disabilities

*Project Director:* Alderton, Judith

*Beginning Date:* Aug 1, 1994
*Ending Date:* Jul 31, 1999

Indiana Resource Center for Families
809 North Michigan St
South Bend, IN 46617-1036
*Voice:* (219)234-7101

*Purpose:* IN*SOURCE (Indiana Resource Center for Families with Special Needs) is a parent organization based in South Bend, Indiana, that exists to provide training and assistance to parents and professionals in areas relating to appropriate educational programs and services for infants, toddlers, children, and young adults with disabilities. IN*SOURCE, through its Indiana Parent Training Program and with the utilization of a parent-to- parent training model, will continue and expand its training programs to meet unaddressed parent needs through the achievement of the following goals: 1) to increase parents' knowledge and skills to better understand the nature and needs of and cope with their child's disability; 2) to increase parents' knowledge and skills to obtain information about the range of options, programs, services, and resources available to infants, toddlers, children and young adults with disabilities; 3) to increase parents' skills to communicate more effectively with professionals and to understand the provisions for edu-

cating their infants, toddlers, children and young adults with disabilities under IDEA; and 4) to increase parent awareness of the need for them to participate fully in the decision making process to assure the delivery of educational and community services to their infants, toddlers, children and young adults with disabilities. The Indiana Parent Training Program will have trained and/or assisted a projected annual minimum of 5,130 parents of infants, toddlers, children and young adults with disabilities.

*Method:* The training and assistance services are provided throughout Indiana by the efforts of IN*SOURCE staff and a network of parents who volunteer to serve as local resources and have been trained by IN*SOURCE. The project will meet the following objectives: 1) manage and coordinate individual training and assistance to 4,000 parents in Indiana each year; 2) conduct 40 workshops annually to 1,000 new parents with the following topics: Special Education Process (IDEA, Communication, IEP Development, Inclusion); Coping Skills/Understanding Disabilities; Early Intervention/Preschool; and Transition; 3) train 24 to 30 new Regional Parent Resources (RPRs) annually to serve as volunteer parent trainers and resources in their local communities and to increase the network of volunteer parent resources throughout Indiana; 4) conduct inservice training; 5) maintain three program specialist positions (rural specialist, urban specialist, and minority specialist) to provide individual assistance and training to meet the needs of traditionally underserved populations in Indiana.

---

*Grant Number:* **H029M940027**

## Washington PAVE: Statewide Parent Training Project

*Project Director:* Leeper, Lynne

*Beginning Date:* Jul 1, 1994
*Ending Date:* Jun 30, 1999

Washington PAVE
Parent-to-Parent Train Project
6316 South 12th St
Tacoma, WA 98465
*Voice:* (206)565-2266

*Purpose:* The Washington PAVE (Parents Are Vital in Education) Parent-to-Parent Training Project will provide information and training to parents of children (infants, toddlers, children and youth) with disabilities and to persons working with parents, throughout Washington State. PAVE believes that all parentss can be effective participants in the development of appropriate programs for their child when given the opportunity, understanding, and needed skills.

*Method:* PAVE will provide assistance in the form of one-to-one support, printed materials, a lending library of books and audio- visual materials, and workshops to continue to help parents to become more knowledgeable about their child's disability, and rules and regulations governing special education services nationally and in Washington state. In order to increase its capacity to provide training and information in a state with significant geographic diversity, the Parent Training Project will continue to use a trainer of trainers model to develop and support community volunteers. These community volunteers (Community Liaisons) are primarily parents who volunteer to help other parents in their communities to secure appropriate educational services for their child with a disability. They are selected to represent the Parent Training Project based on a willingness to help other parents, knowledge of the regulations affecting services for students with disabilities, and geographic and/or cultural diversity.

---

*Grant Number:* **H029M940028**

## Specialized Training Of Military Parents (STOMP) Parent Training & Information Center For Military Families Worldwide

*Project Director:* Hebdon, Heath

Washington PAVE
6316 S 12th St
Tacoma, WA 98465
*Voice:* (202)588-1741

*Beginning Date:* Sep 1, 1994
*Ending Date:* Aug 31, 1999

*Purpose:* The purpose of the project, STOMP (Specialized Training Of Military Parents) is to use a two-pronged approach to provide direct assistance to military parents and to the professionals who are frequently called upon to provide assistance to the military family.

*Method:* The first approach assists parents of children (infants, toddlers, children, and youth) with disabilities to seek information, training and assistance so that they may more effectively work with professionals in meeting the educational and early intervention needs of their children with disabilities. This approach provides support for families through workshops and individual assistance on: 1) educational rights and responsibilities under P.102-119 (Part H Reauthorization), Section 504 of the Rehabilitation Act of 1974, American with Disabilities Act (ADA), and numerous Department of Defense (DoD) Regulations; 2) the use of effective communication techniques; 3) record keeping techniques, and networking skills to ensure they can link with resources at any location; 4) information on DoDDS (Department of Defense Dependent Schools), Section VI Schools, CHAMPUS PFTH (Program For The Handicapped), and the Exceptional Family Member (EFM) Program's for all military branches; 5) a quarterly newsletter; 6) an annual conference that utilizes a TEAM approach to training parent leaders and professionals from various installations across the United States, and includes information on federal regulations, parent support groups, the various military programs, and family assistance and workshop techniques; 7) transition/transfer support to families to effectively assist them in meeting the educational needs of their children. The second approach for professionals will focus on: 1) P.L. 101-476, P.L. 102-119 including the recent requirements for DoD schools to provide early intervention, preschool services, due process rights and other information. This information will assist the professionals to effectively serve military families; technical assistance to Parent Training and Information centers in states where military installations are located; and information and support to clearinghouses, parent organizations, and other resources on effective outreach and support to military families who have children with disabilities.

*Grant Number:* **H029M940032**

## Pilot Parent Training And Information Project

*Project Director:* Walker, Judi

*Beginning Date:* Sep 1, 1994
*Ending Date:* Aug 31, 1999

Pilot Parent Partnership
4750 N. Black Canyon, #101
Phoenix, AZ 85017-3621
*Voice:* (602)468-3001

*Purpose:* Pilot Parent Partnerships exists to provide support to families who have children with a disability or a special need by offering parents contact with other parents, offering factual information and assistance in making use of information, and interacting with professionals. The goal of this project is that parents do not feel alone, will be confident and comfortable in making decisions, have reliable information on which to base decisions, and feel "in control" as a parent.

*Method:* Through this project, parents will be provided direct opportunities to learn about their child's disability, provisions for their child's education under IDEA and information about local, state, and national resources that might be of assistance to them. As a result of this assistance, they will be able to participate fully in the educational decisionmaking process, communicate more effectively with relevant personnel, and provide follow-up support for their child's educational program. The project will offer this opportunity for parents throughout Arizona, developing specific outreach campaigns for those parents who are most often underrepresented, the Hispanic and Native American populations. Services will be provided to parents of children with all disabilities from birth to adulthood. The project will provide workshops, conferences and one-to-one assistance in a variety of topics and concerns specifically geared to parents. The project has a resource library and a bi-monthly newsletter for outreach to 1,775 Arizona parents. Services of the project will be provided throughout the state by a combination of service delivery from: 1) Pilot Parent Partnerships (center located in Phoenix with 14 rural chapters located throughout Arizona; 2) Pilot Parents of Southern Arizona (located in Tucson); 3) Four County Conference on Development Disabilities (located in Prescott); and Navajo Parent Network (located in northeastern Arizona). Through this project, these family centered programs will unite and form a coalition to assist parents in their role as primary decision-makers for their children.

---

*Grant Number:* **H029M940041**

## New York State Parent Training & Information Center

*Project Director:* Watkins, Joan

*Beginning Date:* Sep 1, 1994
*Ending Date:* Aug 31, 1999

Parent Network of New York
250 Delaware Avenue
Buffalo, N Y 14202-2014
*Voice:* (716)853-1570

*Purpose:* The purpose of the Parent Network is to begin its expansion program to provide training, information, referral and support to the state of New York outside of New York City.

*Method:* The project will conduct the following activities: 1) provide training, information, referrals, and assistance to family members and professionals in all areas of New York State, expanding the project's capability with trainers based in Syracuse and Albany in the first year, beginning work in Long Island in the second year, and other areas as need and opportunity arise; 2) provide supply assistance by phone, mail, and through two newsletters; 3) recruit and train Parent Advisors (knowledgeable parents who are familiar with local services and systems) who will be a resource to parents in their own area, and to keep them well-informed with updated information; 4) to make special efforts to reach out to ethnic minorities and rural families; 5) to expand the project's information base through involvement with other databases across the state; 6) to work with New York State libraries so that neighborhoods can have a source of good parent information in printed and video formats; 7) to develop guidebooks, manuals, and videos on topics of importance to families with infants, children and youth with all disabilities, making them available through libraries. The Parent Network collaborates with parent members of Committees on Special Education and Preschool Special Education across the state through the project's Partnership of Parents and Professionals (POPP) project with Erie #2 Board of Cooperative Educational Services Special Educaton and Training Resource Center. The project also trains wide range of disability parent groups, school districts, provider agencies, independent living centers, colleges and universities, teachers, therapists, related service providers, and the state Department of Health, Department of Mental Health, and Division of Youth.

---

*Grant Number:* **H029M940043**

## Parent Information And Training Center - Parents Helping Parents of Wyoming, Inc.

*Project Director:* Dawson, Theresa

*Beginning Date:* Aug 1, 1994
*Ending Date:* Jul 31, 1999

Parent Information Center
5 North Lobban
Buffalo, WY 828 34
*Voice:* (307)684-2277

*Purpose:* The purpose of the Parent Information Center, the statewide coalition conducted by Parents Helping Parents of Wyoming, Inc. is to provide parents of children with disabilities with information about their rights under the Individual with Disabilities Education Act (IDEA), and to offer training in communication and other skills which help parents to participate more effectively with school personnel in developing Individualized Education Programs. To meet the needs for training and information of parents who have children with disabilities, the Parent Information Center, has formulated six goals: 1) to assist parents to better understand the nature and needs of the disabling condition; 2) to provide follow-up support to parents as they participate in their child's educational programs; 3) to enable parents to communicate more effectively with special and regular educators, administrators, related services personnel and other relevant professionals; 4) to empower parents to participate fully in educational decision making processes, including the development of the individualized education program; 5) to furnish parents information abou the range of options, programs, services and resources available to assist infants, toddlers, children and youth with disabilities and their families at the local, state, and national levels; and 6) to increase parent's understanding of the provisions for the education of infants, toddlers, children and youth with disabilities under IDEA.

*Method:* To implement these goals, the Parent Information Center will present, on a rotating basis in the four geographical regions of Wyoming, the following training workshops: Parents Rights and Responsi-

bilities Under IDEA; Parent/Professional Collaboration; Stress and the IEP; Parental Self-Esteem; Sibling Issues; and Understanding the IFSP. In addition to the project will develop new workshops on Transition and the Americans with Disabilities Act. The Parent Information Center will co-sponsor an annual Parent Conference for Native Americans on the state reservation, and will collaborate with the University of Wyoming Office of Teleconferencing to produce training videos and to offer workshops in inclement weather months by teleconferencing across the state to different communities. The project also will have presentations on several different disabilites available, as well as a lending library of books, videos and audio tapes and materials on disabling conditions and related topics. Four part-time regional parent trainers will present workshops, participate in local interagency councils, and coordinate regional volunteers. The parent trainers and the volunteers will provide individual personal support, as well as facilitating community parent support groups. The Parent Information Center will maintain a statewide toll-free number, and also a TDD, so that parents can access information, support and referral services. The project also will publish a bimonthly newsletter on disability issues and will publish a quarterly newsletter specific to transition concerns.

*Grant Number:*H029M950005

## Parent Training and Information Center

*Project Director:*Bishop, Sharon

*Beginning Date:*Oct 1, 1995
*Ending Date:*Sep 30, 2000

United Cerebral Palsy of Oklahoma
1917 N Harvard
Oklahoma City, OK 73128
*Voice:*(405)681-9710

*Purpose:*Parents Reaching Out in Oklahoma has been supported by federal funds since 1986. The new 2000 Project will represent all ranges of disabilities and serve parents of infants, toddlers, children, and youth, with an emphasis on unserved and underserved minorities in rural and urban areas across the state. The mission of PRO-Oklahoma is to act as a bridge for parents of infants, toddlers and children with disabilities to develop peer partnerships to obtain the best possible services for their children. Toward this end, the program will assist parents to achieve the following: * Better understand the nature and needs of the disabling conditions of their children; * Provide follow-up support for educational programs of children with disabilities; * Communicate more effectively with special and general educators, administrators, related services personnel, and other relevant professionals; * Participate in educational decision-making processes, including the development of the Individualized Education Program for a child with a disability; * Obtain appropriate and current information about the range of options, programs, services, and resources available at national, state and local levels to assist infants, toddlers, children and youth with disabilities and their families; and * Understand the provisions for the education of infants, toddlers, children and youth with disabilities under the Individuals with Disabilities Education Act. Parent preparation will be provided by a series of training and information programs conducted throughout the State of Oklahoma in both formal and informal settings in a prompt, cost- effective manner, with parents of children with disabilities participating in all aspects of the program.

*Grant Number:*H029M950024

## Parent Training and Information Center

*Project Director:*Forest, Deanna

*Beginning Date:*Jul 1, 1995
*Ending Date:*Jun 30, 2000

Rhode Island Parent Information Network
500 Prospect St
Pawtucket, RI 02860
*Voice:*(401)727-4144

*Purpose:*Education reform is paving a clear path for strong parental involvement. Informed, empowered parents will cooperate with teachers, administrators, community and business leaders in developing responsive schools, capable of preparing each student to meet the demands of adult life as a contributing citizen. Efforts focusing on enhancing the resources for students with disabilities to attain improved educational results must wholly include their parents in this process for any measure of success to be realized. This project will offer a comprehensive array of services and supports to parents of infants, toddlers, children, and youth with disabilities. The Pathways Project will: * Provide parents with information and training; and * Promote parental involvement and create opportunities for greater access to the educational system. Services and supports are designed to increase parental participation in the development of policy and ensure a stronger sense of personal empowerment as parents develop skills, secure resources, and form partnerships with other parents and educators on behalf of children who have disabilities.

---

*Grant Number:*H029M950026

## Parent Training and Information Center

*Project Director:*Raskin, Judith

*Beginning Date:*Jun 15, 1995
*Ending Date:*Jun 14, 2000

New Hampshire Coalition
151 A Manchester St, Box 1422
Concord, NH 03302-1422
*Voice:*(603)224-7005

*Purpose:*The Parent Information Center (PIC) is the designated Parent Training and Information program in New Hampshire. PIC serves children and adults with all disabilities of all ages, as well as individuals with disabilities and professionals who work with them and their families. Based on needs identified, and building on 18 years of experience in training parents of children with disabilities, PIC's new five-year project, entitled "Building Parent Empowerment," includes the following components. Services will be coordinated and delivered by the PIC central office in Concord and a satellite office in the North country, with eight Community Outreach Zones that encompass the entire state. These services include: INDIVIDUAL ASSISTANCE will be provided to individuals contacting the agency concerning disabilities, programs and services, parent support groups, parent/student rights, laws, resources, IFSP/IEP processes, and related topics, via telephone and mail. PRINT MATERIALS which are user-friendly will be provided to everyone who contacts the office requesting information. A quarterly newsletter will be published. Parents, students, and professionals may use the resources of the PIC library. WORKSHOPS will be conducted on current topics of interest, such as the special education process, state and federal laws, early childhood services, assistive technology, effective communication, preparing for transition, disability awareness, fathers' issues, and other topics identified by parents and professionals. The BUILDING FAMILY STRENGTHS program will prepare parents to provide follow-up support for their children's

educational programs and strengthen the parent-child relationship. The EDUCATIONAL ADVOCATE TRAINING program is a trainer-of-trainers program that provides highly specialized training which results in a community network of trained Educational Advocate volunteers who will assist parents and professionals in obtaining appropriate special education services for students with disabilities in their local communities. Ongoing technical assistance will be provided to Educational Advocates to enable them to assist families, using the most up-to-date information and techniques. OUTREACH activities will be expanded in each geographic region of the state. These efforts will include traditionally underserved populations, such as culturally diverse families, people living in rural areas, and individuals who are economically disadvantaged. COLLABORATION with, and support to, family and disability organizations, state and local agencies, family support programs, parent-to-parent programs, early intervention programs, adult service agencies, state and local education agencies, and others on a local, state, regional, and national basis. It is anticipated that a minimum of 8107 individuals will receive training through this project. In addition, 50,000 pieces of material will be disseminated, and the newsletter will be sent to 16,000 individuals.

*Grant Number:* **H029M950027**

## Parent Training and Information Center

*Project Director:* Glenn, Catherine

*Beginning Date:* Jul 1, 1995
*Ending Date:* Jun 30, 2000

Inter-Island Parent Coalition
2 NYE GADE - PHYSICAL (00802)
P. O. Box 11670
St Thomas, VI 00801
*Voice:* (809)774-1662

*Purpose:* The purpose of the Inter-Island Parent Coalition for Change (IIPCC), also known as The Virgin Islands Family Information Network on Disabilities (V.I. FIND), is to provide intensive support, training, information and referral services to parents and families of Virgin Islands children with disabilities, and to enable them to better understand the special education laws and their roles and rights under this legislation. The parent training program will serve parents of children of all disabilities from birth to 21 years and will be adapted to the unique needs of Virgin Islands parents and the particular system of service delivery in the Virgin Islands.

*Method:* V.I. FIND will provide support for parents and families of children with disabilities in the following ways: 1) provide information to parents of children with disabilities including descriptions and resource materials so they may better understand the nature of the disability, and the available interventions and treatment options; 2) provide training of parents and families of children with disabilities to enable them to effectively seek and receive the best possible education for their children, understand their legal rights to obtain these services, and become active decision makers in pursuing the enforcement of these rights under the Federal Special Education and Disability Laws; and 3) create, update and provide resource and referral directories for parents of children with disabilities containing services available on a local, territorial, and national level.

*Grant Number:* **H029M950031**

## Parent Training and Information Center

*Project Director:* Lang, Jennifer

*Beginning Date:* Dec 1, 1995
*Ending Date:* Nov 30, 2000

Learning Disabilities Association Of Hawaii
200 N Vineyard, Suite 310
Honolulu, HI 96817
*Voice:* (808)536-9684

*Purpose:* The Learning Disabilities Association of Hawaii (LDAH) was founded in 1968 to help children throughout the state who have learning disabilities. LDAH's long involvement with training and assisting parents has resulted in the agency's role as a prime referral for parents who need in-depth training. Since 1989, when LDAH was awarded its initial AWARE grant, LDAH has expanded its services to parents of children with the full range of disabilities, to parents of specific under-served populations, and to include the provision of direct parent-to-parent training throughout the State of Hawaii. Since 1989, more than 20,000 parents and professionals in Hawaii have received in-depth training and assistance from the AWARE Project. The geographic, cultural-ethnic, and socioeconomic characteristics of Hawaii create a unique set of challenges. There are populations which are isolated from information and support. Service resources vary greatly from island to island, creating a discrepancy in the programs offered to children (which are offered on the basis of resources, rather than need). In Hawaii, 78 percent of children with disabilities are served in special schools or classrooms, as compared with 55 percent in the nation. Additionally, parents experience problems with on- again, off-again eligibility for services when moving from one district to another. LDAH's five-year AWARE project will enable the organization to provide information, support, outreach and training to more than 4500 parents and professionals each year, using a regional model to better serve specific under-served populations (rural, cultural minorities, neighbor islands, and military families). AWARE services include training on basic rights and responsibilities under Public Law 101-476, all elements of Public Law 99-457, parent-professional collaboration, support groups, and resources.

---

*Grant Number:* **H029M950034**

## Parent Training and Information Center

*Project Director:* Knight, Leah

*Beginning Date:* Sep 1, 1995
*Ending Date:* Aug 31, 2000

Families Help Families of Greater New Orleans
Project PROMPT
4323 Division St, Suite 110
Metairie, LA 70002-3149
*Voice:* (504)888-9111

*Purpose:* Project PROMPT expands on training, materials development, network and coalition building, and information dissemination started in September 1986 and continuing to the present. The project has successfully networked with Louisiana's State Department of Education's Office of Special Education Services, Louisiana's Council on Developmental Disabilities, Louisiana's Protection and Advocacy Office, statewide human health services, disabilities advocacy groups, key parent leaders from statewide parent groups, local consumer groups and service providers who continue to refer and identify new parents for services. PROMPT serves families on a statewide basis on all issues of IDEA, including transition

stages and serving families of newly identified children who need basic introductory information on the educational process and the system's operations. On the basis of experiences, evaluations, and personal contacts with parents, Project PROMPT personnel have found that parents need: INFORMATION ON: * Special education laws and parent rights; * Transition issues; * Individual Education Program development and implementation. KNOWLEDGE OF: * Service systems; * Communication techniques; * Least restrictive environment. INCREASED EXPOSURE TO: * Successful programs; * Program support for students with severe disabilities; * Community awareness programs. UPDATES AND PRINTED MATERIALS ON: * Policies and procedures of state and local education agencies and the federal Office of Special Education Programs; * And on all of the topics listed above. PARENT/PEER SUPPORT NETWORKS to give assistance at the local level. SPECIFIC OUTREACH and training for traditionally under represented groups. To meet these needs, Project PROMPT will provide services for approximately 11,455 parents and professionals each year through basic workshops, advanced workshops, specialized workshops, telephone contacts and follow-up, individual assistance, and regional parent trainers. By using the Network of Regional Family Resource Centers, the project will place trainers in the unique (urban, rural, culturally diverse) communities, thereby providing more individualized and personalized outreach to parents and professionals in each region of the state. "The PROMPTer," a quarterly newsletter which reaches 6000 parents and professionals, will be used to present pertinent updated information.

*Grant Number:* H029M950035

## Support and Training for Exceptional Parents

*Project Director:* Westlaker, Carol

*Beginning Date:* Jul 1, 1995
*Ending Date:* Jun 30, 2000

Arc of Tennessee
424 E. Bernard Avenue, Suite 3
Greenville, TN 37745
*Voice:* (615)320-9339

*Purpose:* Prior to the award of this project, STEP had completed six years as the only parent training and information center in Tennessee. The new project will allow STEP to continue to provide training and information services to parents of infants, toddlers, children and youth with disabilities throughout the state. These services are designed to foster equal partnerships and encourage cooperation between parents and the professionals who work with their children. The new project continues STEP's current services, expands capacity to meet needs, and adds new methods and activities to address unmet needs. STEP has identified four broad areas of need in Tennessee: * The need for training for parents and other family members; * The need for information services and individual assistance; * The need for specific outreach to under-served and under-represented parents; and * The need for training and information for persons who work with parents. Meeting these needs represents the four goals of this STEP project. An outstanding feature of STEP's new project is the use of multimedia training technologies — video, audio, and cable television — to increase access to training and information, and to meet the needs of parents who cannot or do not make use of traditional training workshop models. STEP uses both direct training and a volunteer parent to parent model to assist parents in developing knowledge and skills. Trained Volunteer Video Presenters and Community Resource Volunteers across the state help to facilitate the development of local networks for support and information. In addition, strong efforts to maintain relationships with other disability and social service organizations and other parent groups facilitate efficient and cost-effective parent support and training. It is estimated that at least 14,000 Tennessee parents per year will be able to access STEP's services.

*Grant Number:* **H029M950036**

## Parent Training and Information Center

*Project Director:* Hawkins, Connie

*Beginning Date:* Sep 1, 1995
*Ending Date:* Aug 31, 2000

Exceptional Children's Assistance Center
PO Box 16
Davidson, NC 28036
*Voice:* (704)892-1321

*Purpose:* The Exceptional Children's Assistance Center affirms the right of all individuals with disabilities to an appropriate education and other needed services and seeks to make that right a reality by providing information, education, and support to parents of children with special needs. ECAC has been providing services to parents in North Carolina since 1983. The following activities are included in ECAC's new federal project for the coming five years: 1. ECAC will continue the services it has been providing to families, including the lending library, quarterly newsletter, individual assistance, information packets, and information and referral services. 2. ECAC will continue to provide parent education workshops dispersed throughout the state. Workshop topics will include: parents' rights; IEP development; communication skills; preschool; transition; inclusion; assistive technology; surrogate parenting; and leadership. 3. Since the federal Goals 2000 legislation calls for the involvement of parents of children with disabilities, ECAC is expanding its leadership training program to give parents the knowledge and skills necessary to participate effectively on both state and local Goals 2000 Committees. This training will also be expanded to help parents participate on local and state interagency coordinating committees and advisory boards. 4. ECAC proposes to continue and expand services to reach families in North Carolina by means of a flexible information and training program that offers: * Training materials in Spanish, low reading level, on video and audio; * Materials that feature and respond to the needs of individuals from diverse backgrounds, including ethnic, rural, and urban variations; * A video workshop program that can be used by families in their own homes or in small groups; * Continued development and support of multicultural parent groups; and * Expanded cooperation with other agencies serving under-represented families, such as programs for migrant workers and refugees, local housing authorities, Head Start, International House, and others.

---

*Grant Number:* **H029M950038**

## Parent Training and Information Center

*Project Director:* Thieme, Louise

*Beginning Date:* Jul 1, 1995
*Ending Date:* Jun 30, 2000

Parent Education Network
333 East 7th Avenue
York, PA 17 404
*Voice:* (717)845-9722

*Purpose:* The Parent Education Network is a statewide coalition serving all disability groups in Pennsylvania. PEN provides statewide coverage, including three areas designated as Enterprise Communities: Harrisburg and Pittsburgh (Urban Enterprise Communities) and Loch Haven (a Rural Enterprise Community). This new project will target outreach activities in these areas to reach parents in need of its services. Between 1995 and 2000, PEN will provide the following services to parents of infants, toddlers, children, and youth with a full range of disabilities. The project will maintain its central office and re-

gional office, and will establish two additional regional offices to serve parents of children in early intervention and school-aged programs. PUBLIC INFORMATION. Statewide information using the media for parents, professionals, and others about disabilities, special education law, federal laws relevant to IDEA, current educational practices, and the services provided by PEN. Emphasis will be on unserved, under served, unaffiliated, and minority parents, parents of children with children who have serious emotional disturbance, and parents residing in Enterprise Communities. PEN will provide ongoing statewide outreach through the distribution of the PENews, dissemination of information through the public library system, news articles, cable TV, Home Extension Service, radio and TV spots, community activities, and conferences. At least 6000 outreach contacts will occur per year. BASIC WORKSHOPS. Basic information on the IDEA, as amended, its relationship to the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, the Improving America's Schools Act, Title I, Head Start, the Carl D. Perkins Vocational and Applied Technology Education Act, the Rehabilitation Act as amended, and Pennsylvania Standards and Regulations, least restrictive environment, integration, continuum of placements, IFSP/IEP development, transition from early intervention to preschool/to school and to work. Basic workshops assist parents in effectively participating with professionals in the development of early intervention and special education programs. At least 500 to 800 parents and professionals per year will participate in workshops. SPECIALIZED TRAINING. Workshops on (a) personal skills, priority setting, communication, negotiation, networking, critical thinking in resolving conflict, self-esteem, self advocacy, parent/professional collaboration; (b) disability specific information; (c) alternative education systems and programs, Pennsylvania Chapter 15 (Section 504 of the Rehabilitation Act), and the ADA; and (d) discipline, suspension, expulsion. At least eight specialized training events will be offered per year, for at least 400 parents per year. TRAINING FOR PARENT SUPPORT. Expansion of support training for parents, emphasizing the rural and inner city areas. This training helps parents to learn from other parents and to expand their skills in working cooperatively with local agencies, service providers, and systems. PEN will sponsor at least four workshops to recruit and train at least 20 to 30 parents each year and will offer four advanced training sessions for at least 20 to 30 support parents per year. PEN will continue to identify support parents in Enterprise Communities. INDIVIDUAL INFORMATION, TECHNICAL ASSISTANCE, AND CONSULTATION. Statewide and regional individual assistance to at least 4500-6000 unduplicated parents and professionals per year, contacting PEN by phone or mail. Information will be furnished in Spanish, English, V/TDD, and alternative formats (braille, large print, audiotape). PARENT AND PROFESSIONAL COLLABORATION. PEN will continue to work cooperatively and extensively statewide and locally with professionals and systems by sharing parent perspectives, continuing to serve on task forces and advisory boards to participate in statewide planning, and in providing workshops to foster more effective communication and networking. Training for 100 to 200 parents/professionals and staff attendance in at least 50 to 100 parent/professional cooperative activities per year is planned. TRAINING AND ASSISTANCE TO MINORITY PARENTS. Expand cultural and language sensitivity training, information, and technical assistance to minority parents, using community resources and native languages with emphasis on the African American, migrant, Hispanic/Latino communities and inner city regions. Training events are developed on the basis of identified needs. At least seven basic and specialized workshops will reach at least 200 unduplicated parents each year. REGIONAL OFFICES. Staff will provide direct assistance, consultation, referral, and support to parents in three regional areas that are rural, urban and/or metropolitan. Offices in the northwest and northeast will be located in rural areas of high poverty and unemployment, with unserved and minority populations. The third office will encompass Pittsburgh and surrounding suburban and rural areas. The Central Office will target the remaining counties in the state but will continue to provide direct services throughout the state, and to coordinate and supervise activities of the regional offices.

*Grant Number:* **H029M950040**

## A Parent Training and Information Center for New York City Parents of Children with Disabilities and the Professionals Who Work with Them

*Project Director:* Schlesinger, Karen

*Beginning Date:* May 1, 1995
*Ending Date:* Apr 30, 2000

Resources for Children with Special Needs, Inc.
200 Park Avenue South, Suite 816
New York, NY 10003

*Purpose:* Resources for Children with Special Needs, Inc. is a comprehensive nonprofit source of help in New York City for parents of children from birth to age 21 who have learning, developmental, emotional, or physical disabilities and the professionals who work with them. This work includes information and referral, case management and support, individual and systemic advocacy, parent and professional training, library and information services, and vigorous outreach to underserved families and children. The goal is to ensure that all children with disabilities and their families or caregivers in New York City have access to and receive the full range of programs and services that can benefit them and to which they are entitled. This is a five-year project. During the first year, its objectives are to: 1. Conduct outreach and disseminate information to 25,000 parents and professionals, with a focus on reaching unserved and underserved poor and minority parents, including 1000 of those among the 200,000 residents in designated Empowerment Zone communities in New York City: West, Central, and East Harlem and Washington Heights in Upper Manhattan, and the residential/industrial area around Yankee Stadium in the South Bronx. 2. Provide a minimum of 3700 parents of children with disabilities and professionals who work with them (20 percent of whom are from Empowerment Zones) with information, referral, case management, support, advocacy, follow-through and follow-up to enable parents to participate more effectively with professionals in meeting the educational and related needs of their children. 3. Provide training in English and Spanish to a minimum of 1650 parents of children with disabilities — 70 percent of whom are expected to be members of minority groups — and the professionals who work with them, to improve parent/professional partnerships and better meet the educational and related needs of these children. 4. Expand and maintain an up-to-date city-wide computerized information system and library on all services, programs, and entitlements needed by infants, toddlers, children, youth, their parents, and the professionals who work with them, in order to provide immediate and comprehensive information; develop and disseminate English/Spanish publications and directories; and develop a marketing plan for information services. 5. Consult and network with appropriate national, state, regional, and local agencies and organizations that serve or assist New York City's infants, toddlers, children, and youth with disabilities and their families.

*Grant Number:* **H029M950041**

## Parent Training and Information Center

*Project Director:* Johnson, Deborah

Idaho Parents Ltd
4996 Overland Rd, # 478
Boise, ID 8370 5
*Voice:* (208)342-5884

*Beginning Date:* Sep 1, 1995
*Ending Date:* Aug 31, 2000

*Purpose:* This project addresses the continuation and expansion of activities of the Idaho Parents Unlimited, Inc. (IPUL) Parent Education and Resource Center for Idaho families who have children and youth with disabilities. For the past six years, IPUL has successfully provided training, technical assistance, information and support to more than 5000 Idaho families per year through its earlier federal grants. IPUL believes that services provided through the Parent Education and Resource Center should be parent-directed and committed to serving a full range of disabilities and age groups, which include a 65-percent rural population and a 5-percent minority population. This new project will build on the services currently provided locally, regionally, and statewide by the IPUL Parent Education and Resource Center and the established IPUL statewide network of identified parent contacts and parent groups. In order to facilitate information and education services to families at the local and regional levels, the project will continue to employ seven IPUL Parent Education Coordinators. These coordinators, who are parents of children and adolescents with disabilities, will be trained on legal rights and responsibilities under relevant federal and state laws, effective communication techniques, support group dynamics, parental participation in the IEP process, disability information, local resource information, and emotional support for families. They will be located throughout the seven regions of the state, as delineated by the Idaho Health and Welfare system, and will be responsible for providing regional outreach to all families of children and youth with disabilities (including families from historically under-represented groups) in their designated areas — with strong support from the project's Central Office. The regional parent education coordinators will convene regional parent advisory councils in order to assure local/rural parent input on educational options, and will provide opportunities for local/rural families to participate in determining their own educational needs. In addition, each parent education coordinator will identify four volunteer resource parents per region, per year, who will receive 12 hours of training on legal rights and responsibilities under applicable federal and state laws, effective communication techniques, support group dynamics, parental participation in the IEP process, local resources and disability information. These trained volunteer resource parents will assist the parent education coordinators in arranging and providing information and training in each local area. The benefits of the volunteer resource parents arrangement are two fold: (a) families in rural Idaho will have personal contact with other knowledgeable parents of children and adolescents with disabilities and be able to receive information and assistance at convenient locations; and (b) 28 additional parents will gain a better understanding of the service systems, will be more capable of obtaining appropriate services for their own children, and will develop leadership potentials. Statewide activities will be handled through the IPUL Parent Education and Resource Center's Central Office in Boise. The Central Office will identify, retrieve, house, and disseminate pertinent information to parents and parent support groups across the state and will be staffed by a Project Director, a State Education Coordinator, an Office Coordinator, and a Conference Coordinator. By developing training and information materials; presenting at workshops, conferences and meetings; providing information, assistance and training to the parent education coordinators across the state; and providing ongoing education opportunities to parents in Idaho, the Central Office will act as the hub of learning activities for children with disabilities. The Central Office will continue to publish "The Idaho Parents Network" bimonthly newsletter that addresses the needs of parents of children with disabilities. By keeping parents apprised of the latest disability updates, conference information and dates, new laws and legislation, and updates on available services, parents will be more self-reliant and feel less isolated. As the new project begins, the newsletter is mailed to

more than 5300 families. In addition, IPUL, Inc., will continue to lend support and sponsorship to a highly respected and well attended annual statewide conference for families of children and youth with disabilities.

---

*Grant Number:* **H029M950044**

## West Virginia Parent Training and Information Center

*Project Director:* Haberbosch, Patricia

*Beginning Date:* Apr 1, 1996
*Ending Date:* Aug 31, 2000

West Virginia Parent Training and Information
371 Broaddus Avenue
Clarksburg, WV 26301
*Voice:* (394)624-1436

*Purpose:* Due to the rural nature and small population of West Virginia, parents are often isolated and alone. For many parents, the maze of special education is confusing. Individually, it is easy to be ignored and intimidated, but, when given support, parents stand a better chance of being equal partners and influencing decisions. West Virginia Parent Training and Information has operated as a parent training center since 1991, has trained more than 5000 parents and professionals, and has provided technical assistance and information to more than 10,000. Among those trained, 82 percent have increased their knowledge of federal and state laws, 79 percent have increased their ability to participate more effectively in their child's individualized education program, and 61 percent have been able to communicate more effectively with professionals. The project will take a grass roots approach to parent training. Eight Regional Parent Trainers with community involvement experience will provide technical assistance, information and referral (along with the WVPTI staff), to more than 7500 parents and professionals in each of the five years of the grant. Workshops will be given in each of the state's 55 counties. The unserved and underserved populations to be targeted include ethnic minorities, single parents, low-income parents, foster parents, and disenfranchised parents who no longer trust the system. To further ensure reaching difficult populations, WVPTI will use additional support from Parent Volunteers; 55 Parent Volunteers, one in each county, will help the project in locating training sites, sharing information on local resources, and acting as a vital link to parents in their own communities.

---

*Grant Number:* H029M960006

## TASK San Diego Parent Training Project (TASK-SD)

*Project Director:* Tellefsen, Joan

*Beginning Date:* Jul 1, 1996
*Ending Date:* Jun 30, 2001

Team of Advocates for Special Kids, Inc.
100 West Cerritos Avenue
Anaheim, CA 92805
*Voice:* (714)533-8275
*Fax:* (714)533-2533
*E-mail:* TaskJoanT@AOL.com

*Purpose:* TASK (Team of Advocates for Special Kids)-San Diego has developed a five-year parent training and information project to address the need for increased parental participation in the special education process in San Diego County of California.

*Method:* The project will provide training and information each year to thousands of families of children and youth with disabilities and to those who serve them. Families will be assisted to better understand the nature and needs of disabling conditions of children and to communicate more effectively with special and regular educators, administrators, related-services personnel, and other relevant professionals. The project will help parents to participate in the educational decision-making process, including the development of Individualized Education Programs, and how to obtain appropriate information about the range of options, programs, services, and resources available at various levels. It will provide participants the opportunity to assess the technology needs of the person with a disability and offer follow-up support for educational programs of children with disabilities, with an emphasis on minority families in Enterprise Zones and impoverished military personnel.

*Products:* The project will develop and disseminate fact sheets on specific disabilities, prepare staff training on disabilities, produce a newsletter and parent information packets, offer resource and referral information, hold specialized workshops, and perform outreach activities to the underserved, the rural populations of the state, the Hispanic population, and the military. Liaisons with the Native American and Asian Pacific communities will be developed.

---

*Grant Number:* H029M960007

## Parental Information and Resource Center

*Project Director:* Jones, Lois A.

*Beginning Date:* Mar 1, 1996
*Ending Date:* Feb 28, 2001

Parents Helping Parents
594 Monterey Boulevard
San Francisco, CA 94127
*Voice:* (415)841-8820

*Purpose:* This project proposes to improve and expand an existing parent training and information center that provides services to the full range of disabilities and incorporates support, outreach, advocacy, information and referral services, training and one-on-one assistance to parents about their basic rights and responsibilities under IDEA.

*Method:* The project intends to improve the quality of training provided to families of children and youth with disabilities to increase parents' knowledge and understanding of the child's disability. The project will: provide assistance to parents to support their child's education and to gain access to education-related services; help parents develop communication and advocacy skills relating to services for their child; help parents gain the skills to gain access to the full range of services and resources available to them and their child, resulting in a parent support network; and the project will encourage and facilitate effective parent-professional collaborations to help improve services for children and youth with disabilities.

*Grant Number:* **H029M960009**

## Statewide Parent Training and Information Center for Parents of Children with Disabilities

*Project Director:* Erickson, Kathryn A.

*Beginning Date:* Oct 1, 1996
*Ending Date:* Sep 30, 2001

Pathfinder Services of North Dakota, Inc.
1600 Second Avenue, S.W.
Minot, ND 58701-3459
*Voice:* (701)852-9426
*Fax:* (701)838-9324
*E-mail:* ndpath01@minot.ndak.net

*Purpose:* This project of Pathfinder Services of North Dakota will focus on involving parents in the education of their children with disabilities, through a philosophy of teamwork, cooperation, and collaboration. The organization serves parents of children with a range of disabilities, birth through age 22, at its parent training center and through its outreach programs.

*Method:* Through the production of various brochures, newsletters, press releases, and public service announcements, the Pathfinder project will inform the public about educational needs and the importance of educational services for children with disabilities. It will provide information, referral, family support coordination, and individual parent direct assistance services. Parents will be trained on the content of IDEA and on their rights and responsibilities regarding educational services for their children with disabilities. In addition, Pathfinder will provide follow-up support concerning the educational programs of children with disabilities. Pathfinder will continue its delivery of regional outreach training for parents.

*Grant Number:* **H029M960013**

## Kentucky Special Parent Involvement Network: A Parent Training and Information Project

*Project Director:* Logsdon, Paulette

*Beginning Date:* Jul 1, 1996
*Ending Date:* Jun 30, 2001

KY-SPIN, Inc.
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
*Voice:* (502)456-0923

*Purpose:* The purpose of the Kentucky Special Parent Involvement Network (KY-SPIN) is to provide training and information to parents of children with disabilities through a statewide regional model of "Parents Training Parents" on the issues of laws, rights and responsibilities, listening and communication skills, and understanding the nature of their children's disabling condition. The ultimate goal of the project is to provide parent swith knowledge, skills, information, and support so they may obtain increased and improved services for their children.

*Method:* During the grant cycle, SPIN will conduct seven levels of service in its parent training project: public information and dissemination activities, basic training workshops, specialized trainings, trainings and support to minority or underrepresented parents, training of trainers, individual information and assistance, and development of parent/professional partnerships.

*Grant Number:* **H029M960015**

## A Statewide Education, Information, and Assistance System for Parents

*Project Director:* Thomas, Josie

*Beginning Date:* Apr 4, 1996
*Ending Date:* Mar 31, 2001

Parents' Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076
*Voice:* (410)712-0900

*Purpose:* The Parents' Place of Maryland works to enhance the ability of persons with disabilities to participate as fully as possible in home, school, and community life by providing education, information and referral, individual technical assistance, and support services to their parents and families.

*Method:* The project conducts parent education workshops in local communities and provides individual technical assistance, information and referral services, and support to parents in their efforts to obtain the best possible services for their children. It promotes the development of support groups and parent-to-parent mentoring and publishes a newsletter. Parents' Place collaborates with other public and private agencies and organizations in Maryland which also provide programs and services to parents of children with special needs.

*Products:* The project will provide dozens of parent workshops and parent training for hundreds throughout the course of the grant. In addition, it will distribute materials related to the education of children

with disabilities, parent rights, and available resources to families throughout the state, and offer individual assistance to thousands of families.

---

*Grant Number:* **H029M960020**

## Parent Training and Information Center

*Project Director:* Espada, Anna

*Beginning Date:* Jul 1, 1996
*Ending Date:* Jun 30, 2001

Advocates for Children of New York
105 Court Street, Room 402
Brooklyn, NY 11201
*Voice:* (718)624-8450

*Purpose:* This project intends to assist and enable New York City parents of disabled children, particularly minority Spanish and Haitian-Creole-speaking parents, and persons who work with them to master information and negotiate systems in order to secure the educational opportunities their children require.

*Method:* Parents of children with disabilities will participate in special education training. Ninety percent of these parents will be minorities, particularly Spanish- and Haitian-Creole- speaking parents. The training will enable these parents to communicate effectively with educators, administrators, and other professionals, to participate fully and effectively in all educational decision making for their children, and to obtain and understand information on the full range of programs and services in general and special education and to assess the appropriateness of these services for their children. The project will also encourage the participants to form a network of parent groups for support.

---

*Grant Number:* **H029M960022**

## Parents are Experts: Parents Training Parents

*Project Director:* Wilson, Martha

*Beginning Date:* Sep 1, 1996
*Ending Date:* Aug 31, 2001

United Cerebral Palsy of Detroit
23077 Greenfield, Suite 205
Southfield, MI 48075-3745
*Voice:* (810)557-5070

*Purpose:* The "Parents are Experts" project of the United Cerebral Palsy Association (UCP) of Metropolitan Detroit is a parents-training-parents project intended to advance the independence of people with disabilities and to promote opportunities for self-determination and inclusion of people with disabilities into the community.

*Method:* "Parents are Experts" will provide basic workshops to parents on the services available through the project and other supports available through UCP/Detroit, giving in-depth training using the parent-training-parent model, where parent volunteers will provide other parents with intensified assistance and

information on disability issues and on community agencies that can be of assistance. The project will initiate special outreach programs for underserved and underrepresented populations.

*Grant Number:* **H029M960023**

## Project to Provide Information, Training, Technical Assistance, and Support to Families of Children with Disabilities and Supporting Professionals to Assist Them in Engaging in Collaborative Efforts on Behalf of Children with Disabilities

*Project Director:* Autin, Diana

Statewide Parent Advocacy Network, Inc.
516 North Avenue, East
Westfield, NJ 07090-1446
*Voice:* (908)654-7726

*Beginning Date:* Jun 1, 1996
*Ending Date:* May 31, 2001

*Purpose:* The Statewide Parent Advocacy Network Inc. (SPAN) will assist families and professionals in developing strong collaborative relationships to secure appropriate education, health, and support services for their infants, toddlers, children, and youth with disabilities and special health needs.

*Method:* This project promotes informed, effective family participation in the education of children with disabilities through provision of information, training, technical assistance, and support tailored to meet the unique and diverse needs of families of children with disabilities. It also promotes collaboration and family- friendly service delivery among agencies and organizations that support children with disabilities and their families through training and technical assistance provided to professionals and child and family service agencies.

*Products:* Knowledge and skills development training will be provided annually to approximately 1,000 families in New Jersey, along with targeted training to several thousand additional parents and professionals. The project's provision of telephone information and technical assistance will help families to secure appropriate services for their children with disabilities. It will also provide information on best practices, effective parent-professional collaboration techniques, and issues of importance through its newsletter and through participation in local and state forums and at its annual conference.

*Grant Number:* **H029M960024**

## Parent Training and Information Centers

*Project Director:* Selles, Carmen

*Beginning Date:* Sep 1, 1996
*Ending Date:* Aug 31, 2001

Asociacion de Padres pro Bienesta
Ninos Impedido de PR, Inc. (APNI) P.O. Box 21301
Rio PiedraS, PR 00928-1301
*Voice:* (809)763-4665

*Purpose:* This project intends to train parents of infants, toddlers, children, and youth with disabilities in Puerto Rico to better understand the nature and needs of their children's disabilities, to provide follow-up support for the educational programs of their children, to communicate more effectively with educators, and other professionals, to participate fully in education decision-making, to obtain information about the range of options, programs, services, and resources available for children with disabilities and their families, and to better understand IDEA.

*Method:* The Asociacion de Padres Bienestar de Ninos Impedidos de Puerto Rico (APNI) will provide individualized assistance to parent, will produce and disseminate information, will conduct workshop/training sessions for parents, will host a conference for parents and other stakeholders, and will offer leadership training for volunteers to assist and support parents/family members in their own communities.

---

*Grant Number:* **H029M960026**

## Colorado Parent Training and Information Project

*Project Director:* Martz, Judy

*Beginning Date:* Aug 15, 1996
*Ending Date:* Aug 14, 2001

PEAK Parent Center, Inc.
6055 Lehman Dr. 101
Colorado Springs, CO 80918
*Voice:* (719)531-9400

*Purpose:* The goals of this project are: 1) conduct outreach activities throughout Colorado with an emphasis on reaching persons who represent ethnic minorities and families who live in rural areas; 2) develop and implement an array of training opportunities throughout the state with content reflecting state of the art thinking and using a trainer of trainers approach; 3) provide on-going technical assistance in a variety of ways; 4) collaborate with policymaking, advisory, and advocacy groups to improve systems and services in Colorado; and 5) evaluate all project activities in an on-going way.

*Method:* Each year, the project will serve approximately 18,600 persons through 60 trainings, a Hotline, the SPEAK OUT newsletter, a statewide conference, a bank of trainers, and an intensive leadership training course. In addition, approximately 5,000 additional persons will learn about PEAK and its resources through outreach and general publicity activities. PEAK will actively provide information and training in Denver neighborhoods designated under the Enterprise Community provisions. The ultimate benefit of

this training is that children with disabilities will receive special education supports and services deemed more appropriate by their parents and will have a greater likelihood of reaching their potential.

*Grant Number:* **H029M960028**

## Parent Training and Information Center

*Project Director:* Blades, Carol

*Beginning Date:* Sep 1, 1996
*Ending Date:* Aug 31, 2001

Special Education Action Committee, Inc.
P.O. Box 161274
Mobile, AL 36616-2274
*Voice:* (334)478-1208

*Purpose:* This project, a continuation of the Special Education Action Committee (SEAC), will continue to provide parent training and information to give parents of children with disabilities the needed support and assistance to realize the IDEA guarantees in their lives.

*Method:* The SEAC will provide individual and technical assistance, training workshops and conferences on issues in special education, outreach to hard-to-reach families via training videos, and a community-based outreach network to meet the needs of parents within their own communities.

*Grant Number:* **H029M960029**

## SPIN (Special-Needs Parent Information Network)

*Project Director:* Lachance, Janice

*Beginning Date:* Sep 1, 1996
*Ending Date:* Aug 31, 2001

Maine Parent Network
2 E. Mechanic Street
Gardiner, ME 0 4345
*Voice:* (207)582-2545

*Purpose:* This project is a continuation of the Maine Special-Needs Parent Information Network (SPIN), a statewide parent training and information center. It will continue to offer training, information, networking, and collaboration, serving parents, family members, teachers, other eudcation and health care professionals, and the general public.

*Method:* Project activities will focus on assisting parents in improving their understanding of the nature of disabilities and the needs of people with disabilities, in accessing information about the range of programs, services and resources available to families; and in increasing their knowledge about laws on the education of children with disabilities. SPIN will provide its services to people in the communities where they live with one-on-one support and community support groups. It will provide workshops and information and referral across Maine. It will provide lists of parents who are available for information and assistance and it will foster development of parent support groups, particularly among parents from minority

groups. A particular concern will be to increase services to parents and families who are members of minority populations.

---

*Grant Number:* **H029M960036**

## Northern California Parent Network

*Project Director:* Peterson, Mary-Ellen

*Beginning Date:* Jul 1, 1996
*Ending Date:* Jun 30, 2001

Parents Helping Parents, Inc.
3041 Olcott Street
Santa Clara, CA 95054
*Voice:* (408)727-5775

*Purpose:* This project, the Northern California Coalition, the designated parent training and information program in Northern California, will continue provide information, resources, training, and support to parents, students, and professionals to enhance the educational experience for youth with disabilities.

*Method:* This five-year project intends to increase the capacity of community-based parent groups to provide information and training to provide parents, especially minority parents, to know their rights and protections under IDEA and to understand the nature of disabilities, the need for accommodations and special education to achieve educational goals, and for them to acquire the knowledge and skills needed for effective participation in educational planning. The project will strengthen the network of parent leaders who provide information and training for other parents in their communities throughout Northern California, and it will provide parents and those who work with them information and training to advance the education of students in the least restrictive environment.

---

*Grant Number:* **H029M960037**

## Nebraska Parents' Information and Training Center

*Project Director:* Wallert, Peggy

*Beginning Date:* Oct 1, 1996
*Ending Date:* Sep 30, 2001

Greater Omaha Association for People with Mental Retardation and Other Developmental Disabilities
3610 Dodge Street, Suite #101
Omaha , NE 68131
*Voice:* (402)346-5220

*Purpose:* This project, the Nebraska Parents Center, intends to continue meeting the needs of the population of the state of Nebraska by providing services tailored to meet rural, urban, and minority families across the state whose children have a wide range of disabilities. The mission of the Parents Center is to enhance the educational opportunities of these students by enabling their parents to participate more fully and effectively in the educational process and to support the educational process at home.

*Method:* The project will maintain an information and resource delivery system covering special education and disability related topics. It will offer parent workshops on their rights and on available educational re-

sources and it will offer specialized training in a variety of disability-related areas and it will provide parent-to-parent networking. All the activities of the project are intended to assist parents better understand the nature and needs of their children, to be able to communicate more effecitvely with educators, administrators, and other professionals, and to participate directly and in an informed manner in the education of their children.

*Grant Number:* H029M960039

## Central California Parent Training and Information Center

*Project Director:* Karian, Marion M.

*Beginning Date:* Jul 1, 1996
*Ending Date:* Jun 30, 2001

Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
*Voice:* (209)229-2000

*Purpose:* This project proposes the creation of a rural and multicultural parent training and information center to serve familes of children with disabilities who live in a rural, and ethnically and linguistically diverse region of Central California, with many of the families also living in poverty.

*Method:* The family resource network developed by this project will link together existing resource centers to create multi-ethnic and multi-lingual training teams in each county within the area to provide support, training, and information to parents of children with disabilities through individualized assistance and formal training.

*Grant Number:* H029M970002

## Parent Training and Information Center

*Project Director:* Chute, Christine

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Coalition in Oregon for Parent Education
Oregon COPE Project, Inc. 999 Locust St. NE
Salem, OR 97303-5299
*Voice:* (503)371-6656

*Purpose:* This project proposes to enhance special education in Oregon by educating and empowering parents of children with disabilities to participate as equal partners in the educational processes affecting their children. The project would address this goal through six models: training, support/networking, materials development, public education, interagency collaboration, and information and referral. The central project office will continue to use parent consultants to provide workshops to parents, volunteers, and other professionals. A parent-to- parent support network will be established, matching "veteran" parents with those of newly diagnosed children with special needs. Project information will be disseminated by means of newsletters, conference presentations, and expansion of networking, including electronic means.

*Grant Number:* **H029M970003**

## Parent Training and Information Project

*Project Director:* Prescott, Nancy

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Connecticut Parent Advocacy Center, Inc.
338 Main Street
Niantic, CT 06357
*Voice:* (860)739-3089
*Fax:* (860)739-7460
*E-mail:* cp a inc@aol.com

*Purpose:* The Connecticut Parent Advocacy Center project intends to build upon existing projects to enable parents in Connecticut to participate more effectively with professionals in meeting the educational needs of their infants, toddlers, children, and youth with disabilities. The project will increase its training and information services for parents via workshops and individually, to include them more fully in the educational decision- making processes for their children and in their children's successful transitions from birth to adulthood.

---

*Grant Number:* **H029M970004**

## Parent to Parent Training Project

*Project Director:* DesJardins, Charlotte

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Family Resource Center on Disabilities
20 East Jackson Blvd. Rm 900
Chicago, IL 60642-2208
*Voice:* (312)939-3513

*Purpose:* The Family Resource Center on Disabilities works in the state of Illinois (particularly in the Empowerment Zone of Chicago and in the Enterprise communities of Springfield and East St. Louis) to provide information/referral/linkage, training sessions in house and at community locations, and a training program for parents and other volunteers to become community trainers and advocates.

*Method:* The project provides consultation and technical assistance to participants as well as monitoring and evaluation of trainer/training activities to assure quality training during and after the training period. It will implement a special outreach program designed to reach minority populations and newborn, newly diagnosed children with special needs.

---

*Grant Number:* **H029M970005**

## Training Personnel for the Education of Individuals with Disabilities Program

*Project Director:* Eaddy, Mary S.

*Beginning Date:* Jun 1, 1997
*Ending Date:* May 31, 2002

Parents Reaching Out to Parents of South Carolina, Inc. (PRO-Parents)
2712 Middleburg Dr. Suite 102
Columbia, SC 29204-2415
*Voice:* (803)779-3859

*Purpose:* Parents Reaching Out to Parents of South Carolina intends to strengthen and broaden current programs of effective parent training and advocacy. The project will assist parents and other professionals in South Carolina to better understand the nature and needs of children with disabilities and provide them follow-up support. It will train parents to communicate more effectively with special and regular educators, related services personnel, and other professionals, and it will assist parents in participating fully in the educational decision-making processes, including the development of the individualized education program. Parents will learn about the range of options, programs, services, and resources available at all levels for children with disabilities and their families. The project will also assist parents in understanding the provisions for educating children with disabilities under the Individuals with Disabilities Education Act.

*Grant Number:* **H029M970006**

## PATH Project

*Project Director:* Meyer, Janice S.

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Partners Resource Network, Inc.
1090 Longfellow Dr.
Beaumont, TX 77706-4189
*Voice:* (409)989-4684

*Purpose:* The proposed project is designed as a continuation and expansion of the PATH Project, a statewide parent training and information center in Texas for children of all ages with disabilities. The overall purpose is to assist parents to better understand their children's disabilities and to more effectively fulfill their roles and responsibilities.

*Method:* Parent empowerment and leadership development will be key elements in the project's work with parents. Training and education will be provided, as will information, referral, and technical assistance, and a statewide conference will be held. The project will also facilitate the activities of 20 regional coalitions and an advisory committee and will provide financial and technical assistance to minority parent support groups in Enterprise Communities and Empowerment Zones.

82

*Grant Number:*H029M970007

## Parents Let's Unite for Kids

*Project Director:*Kelker, Katharin A.

*Beginning Date:*Aug 1, 1997
*Ending Date:*Jul 31, 2002

Parents Let's Unite for Kids
1500 North 30th Street
Billings, MT 59101-0298
*Voice:*(406)657-2055

*Purpose:*This project intends to provide parents of children with disabilities with information about their rights and to offer training in communication and other skills to help them participate more effectively with school personnel in developing Individualized Education Programs. It will develop new methods for conveying information to parents, including videos for home use.

*Method:*The project will present training workshops on special education law, terminology, and techniques; transition planning; and best practices for inclusive education. Special emphasis will be placed on conflict resolution techniques to resolve special education disputes. Outreach specialists will inform previously unserved or underserved families, particularly families in rural locations and on Montana's seven Indian reservations. The project will train and support volunteers on the reservations and in Montana's five service regions using the trainer-of-trainers model.

---

*Grant Number:*H029M970008

## Family T.I.E.S. Network

*Project Director:*Kunz, Debra K.

*Beginning Date:*Nov 1, 1997
*Ending Date:*Oct 31, 1998

Family TIES Network, Inc.
830 South Spring St.
Springfield, IL 62704-2618
*Voice:*(217)544-5809

*Purpose:*This project continues the Family T.I.E.S. Network, a statewide parent training and information center. It provides culturally competent training and information, technical assistance, and advocacy services to families of children, in order to increase their ability to obtain quality, inclusive education services for their children.

*Method:*The project seeks to enhance the effort to build on the strength of families and to unify them as they advocate for meaningful change in the way education serves students from diverse backgrounds, and also in removing the barriers which prevent students from achieving equal participation and reaching their full potential. The state support center provides the hub for the statewide organization, consisting of 12 regional support centers in every geographical and cultural region of Illinois.

---

*Grant Number:*H029M970010

## Families Together Inc.

*Project Director:*Gerdel, Patricia S.

*Beginning Date:*Sep 1, 1997
*Ending Date:*Aug 31, 2002

Families Together Inc.
501 Jackson Street, Suite 400
Topeka, KS

*Purpose:*The centers set up under Families Together offer parent assistance in various facets of disabilities, from questions about rights to referrals to support systems. Parent Networking Conferences provide the opportunity for parents to know other parents and gain information regarding appropriate services for their child from preschool through transition to the workplace.

*Method:*In addition to continuing the services mentioned above, Families Together will provide workshop training to parents across Kansas and increase the number of workshops offered. Workshop topics include: early childhood services, preschool options, school age-services, transition to the workplace, and understanding and accessing state and federal financial aid programs.

*Grant Number:*H029M970012

## Project Adobe

*Project Director:*Van Curen, Sallie A.

*Beginning Date:*Aug 1, 1997
*Ending Date:*Jul 31, 2002

Parents Reaching Out to Help
10008 Main St. N.
Los Lunas, NM 87031-4820
*Voice:*(505)865-3700

*Purpose:*Project Adobe is a statewide parent training and information project crossing geographic, cultural, ethnic, age, and diagnostic boundaries. The project intends to expand its network of community-based advocates to assist local families in negotiating the educational system. It provides technical assistance and support to advocates, families, and educators — individually and through conferences and workshops. The goals of Project Adobe focus on the whole child within the context of his or her family.

*Grant Number:* **H029M970016**

## Support for Families of Children with Disabilities Parent Training and Information Center

*Project Director:* Duenas, Juno

*Beginning Date:* Sep 1, 1997
*Ending Date:* Aug 31, 2002

Support for Families of Children with Disabilities
2601 Mission St., Suite 710
San Francisco, CA 94110
*Voice:* (415)282-7494

*Purpose:* The project, a parent training and information center, will enable parents of children with disabilities to increase their knowledge about their child's disability, to better communicate with professionals, and to participate directly in the educational decision-making process for their children.

*Method:* The project will provide information and resources through its multilingual library, information packets, resource guides, and newsletter. It will provide training to parents through multilingual workshops on issues such as Individualized Education Programs and communicating with professionals. Volunteers will be trained to become parent mentors and continue the support services of the project. Individualized guidance will also be provided by a community resource parent.

---

*Grant Number:* **H029M970018**

## Parents Training Parents

*Project Director:* Pratt, Sue; Strong, Patrick

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Citizens Alliance to Uphold Special Education
3303 West Saginaw, Suite F-1
Lansing, MI 48917-2303
*Voice:* (517)886-9167

*Purpose:* The Citizens Alliance to Uphold Special Education (CAUSE) is a coalition of organizations that represent consumers of special education services. CAUSE provides information and training to parents of children with disabilities across the state of Michigan. CAUSE provides several kinds of parent workshops that give basic information about rights and responsibilities, communication skills, IEP participation, an overview of Section 504 of the Rehabilitation Act, and transition rights. It also presents more in-depth workshops on parent and professional collaboration and effective transition plans, and it provides training for parents who want to work with and for other parents. CAUSE staff and volunteer parent trainers provide information and technical assistance to families and professionals over the phone, and staff and invited experts provide the volunteer trainers with two training weekends to improve their skills. The project will disseminate information about programs for children with disabilities and project services across the state to parents, professionals, and others by a variety of techniques.

---

*Grant Number:* **H029M970020**

## Project SPAN: Empowering Families and Building Bridges

*Project Director:* Autin, Diana M.

*Beginning Date:* Jun 1, 1997
*Ending Date:* May 31, 2002

Statewide Parent Advocacy Network
35 Halsey Street
Newark , NJ 07102-0000
*Voice:* (201)642-8100

*Purpose:* The project will continue and expand on the existing New Jersey statewide Parent Training and Information Center to develop parents' skills and to form collaborative relationships between parents and professionals to secure appropriate services for children with disabilities. Parents will learn about the full range of services and resources available and will learn to participate fully in the educational decision-making process for their children. The project will provide training, information, and technical assistance and support to families in New Jersey, with a focus on traditionally underserved families of color and those whose first language is other than English. It will also assist professionals in gaining the skills and knowledge to work collaboratively and effectively with families.

---

*Grant Number:* **H029M970023**

## Metropolitan Parent Training and Information Center

*Project Director:* Lash, Richard M.

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2000

Sinergia, Inc.
15 West 65 St. 6th Floor
New York, NY 10023
*Voice:* (212)496-1300

*Purpose:* This project seeks to expand the existing Metropolitan Parent Training and Information Center (MPTIC) to a full funding level. With an enhanced staff, the Metropolitan PTIC will be able to expand and intensify the opportunities for parents in unserved and underserved minority families to acquire training and information, and to receive support to develop the necessary confidence and skills to effectively apply the knowledge. Through this new program, the center will offer group training sessions on issues of education, special education, and related services to minority families. It will provide the opportunity for individual consultation for parents with service coordinators, an attorney, and an educational consultant. Parents will be offered opportunities to participate in neighborhood or borough parent groups or to create their own with the support of technical assistance from the Center. The PTIC will serve as the umbrella for the various parent services offered throughout the community.

---

*Grant Number:* **H029M970024**

## Parent Training and Information Project of the Utah Parent Center

*Project Director:* Post, Helen W.

*Beginning Date:* Aug 1, 1997
*Ending Date:* Jul 31, 2002

Doorways Alliance Utah Parent Center
2290 East 4500 South #110
Salt Lake City, UT 84117-0000
*Voice:* (801)272-1051
*Fax:* (801)272-8907

*Purpose:* The Utah Parent Center utilizes a parent-to-parent model designed to address the various needs of parents of children with disabilities. The project will: conduct training workshops and conferences; provide individual training, referral, and support by telephone, mail, or in person; conduct orientation and outreach activities; and establish collaboration, coordination, and communication with agencies and organizations targeted to parents and professionals in order to serve families and children with disabilities. Through the project, parents will better understand the nature and needs of their children; be able to provide follow-up support for the educational programs of their children; communicate more effectively with educators, administrators, related services personnel, and other professionals; participate fully in the decision-making processes; and obtain information about the range of options, programs, services, and resources available at all levels for their children.

---

*Grant Number:* **H029M970032**

## Inclusive Education Partnership's Parent Training Information Center

*Project Director:* East, Katheryn A.

*Beginning Date:* Sep 1, 1997
*Ending Date:* Aug 31, 2002

Inclusive Education Partnership
1011 W 19th St.
Cedar Falls, IA 50613-3609
*Voice:* (319)277-8362

*Purpose:* The project intends to develop and maintain a parent training and information center to provide parents with access to information and support to allow them to participate as equal team members in the decision-making and follow-up process in their children's education. As a result of the project, parents will better understand the challenges, become familiar with the range of services available, and become aware of how to use relevant educational laws. The project will meet these goals by means of information dissemination, including electronic and print; an annual conference and various workshops on communication skills, parents' rights and responsibilities under state and federal law; and the creation of a network of parent mentors. It will also develop collaborative relationships with existing agencies and support them in designing policies, procedures, and publications to encourage parental and student participation in educational decision-making for the child with disabilities. It will also establish a pilot site in which parent-agency practices can be seen in action.

---

*Grant Number:* **H029M970034**

## Grassroots Consortium on Disability Parent Training and Information Center

*Project Director:* Johnson, Agnes

*Beginning Date:* Oct 1, 1997
*Ending Date:* Sep 30, 1999

Special Kids, Inc.
PO Box 61628
Houston, TX 77208-1628
*Voice:* (713)250-5469

*Purpose:* The Grassroots Consortium on Disability Parent Training and Information Center will expand the work of 15 Grassroots Consortium community-based, parent-directed programs and benefit the diverse constituencies they serve. Each program represents and provides culturally and language-appropriate training, information, and support services to parents and youth with disabilities in unserved or underserved rural and urban communities, and to parent advocates, so that families can become active decision makers in the education of their children.

*Method:* The project will disseminate needed information for these families and will provide training and support for them. The consortium will be strengthened as a resource for these families and for the providers serving them by strengthening and empowering the Parent Training and Information Center even as it strengthens and empowers families.

---

*Grant Number:* **H029M970038**

## Absolute Priority: Parent Training and Information Centers

*Project Director:* Jones, Dale D.

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Arkansas Disability Coalition
3920 Woodland Heights
Little Rock, AR 72212-0000
*Voice:* (501)221-1330

*Purpose:* This project intends to continue and expand the activities of the Arkansas Parent Training and Information Centers to assist parents in participating actively in their children's educations.

*Method:* Using technology and outreach services, the project will inform parents and individuals with disabilities about their range of options for early intervention, transition, and educational services, and the programs and resources available at the state and national levels. Training and dissemination of information will occur at each of the three main parent centers and at an annual conference.

---

*Grant Number:* **H029M970039**

## Parent Training and Information Centers

*Project Director:* Hinojosa, Yvette

*Beginning Date:* Sep 1, 1997
*Ending Date:* Aug 31, 2002

Texas Fiesta Educativa
1017 N. Main Ave., Suite 207
San Antonio, TX 78212-0000
*Voice:* (512)471-7255

*Purpose:* This project will improve and expand an ongoing parent training and information center in Texas. Through the development and adaptation of training materials, workshops, and an annual conference, the project will meet its goals: to further the development of a support network for Hispanic families and their children with disabilities; to increase self-advocacy measures; to improve communication and cooperation between Hispanic families and service providers; to enhance the decision-making abilities of Hispanic parents; and to build collaborative partnerships with various disability groups.

---

*Grant Number:* **H029M970040**

## Parent Training Information Center

*Project Director:* Heizman, Cathy

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Child Advocacy Center
1821 Summit Rd, Suite 303
Cincinnati, OH 45237
*Voice:* (513)821-2400

*Purpose:* This project, the Child Advocacy Center, is a training and information center for parents of children with special education needs, serving the Cincinnati, Ohio area since 1977. The project intends to continue its services, including training parents in their rights and responsibilities, conducting community outreach activities, producing a newsletter, providing personal assistance to individuals attempting to access the educational system or provide appropriate services to children and youth with disabilities, and acting as a community resource in helping to mold public policy by advocating for them at the regional and state levels.

---

*Grant Number:* **H029M970041**

## Latino Parent Training and Information Center

*Project Director:* Rodriguez-Sullivan, Maria E.

*Beginning Date:* Sep 1, 1997
*Ending Date:* Aug 31, 2002

National Center for Latinos with Disabilities, Inc.
1921 N. Blue Island Ave.
Chicago, IL 60608-3014
*Voice:* (312)666-3893

*Purpose:* The project seeks to continue the work of the National Center for Latinos with Disabilities (NCLD), the only consumer-based advocacy organization and culturally and linguistically appropriate training center for Latinos with disabilities and their families in the state of Illinois.

*Method:* The NCLD will assist Latino persons with disabilities and their families in promoting equal participation for them in society and in educational environments in an independent, self- sufficient, and meaningful manner. The Center will empower this population not only through the training offered at the center in Chicago but by building and coordinating a statewide program of workshops for Latino communities.

---

*Grant Number:* **H029M970044**

## Parent Training and Information Center

*Project Director:* Burley, Margaret

*Beginning Date:* Jul 16, 1997
*Ending Date:* Jul 15, 2002

Ohio Coalition for the Education of Children with Disabilities
933 High Street, Suite 106B
Worthington, OH 43085-4072
*Voice:* (614)431-1307

*Purpose:* The Ohio Coalition for the Education of Children with Disabilities proposes to provide parent information and training services for parents and families of infants, toddlers, children, and young adults with disabilities throughout Ohio; to inform professionals who serve these parents; and to promote awareness of disability issues in the general public. It will disseminate information via a newsletter and press releases to other print media and through its outreach services. It will provide statewide training to parents by means of annual workshops. It will offer both inservice and preservice sessions for professional and parent/educator partnership training. Finally, it will recruit resource and training leaders from diverse parent organizations across the state and train leaders to provide continuing assistance.

---

*Grant Number:* **H029M970046**

## Parents Educating Parents

*Project Director:* Shepard, Linda

*Beginning Date:* Jul 1, 1997
*Ending Date:* Jun 30, 2002

Parents Educating Parents
5701 Mableton Parkway, Suite 3-G
Mableton, GA 58069-7473
*Voice:* (770)732-1122

*Purpose:* The Parents Educating Parents Project intends to continue its goal of training parents to better meet the needs of their children who have disabilities and to expand to keep pace with changing laws, families' needs, and an ever-changing society. Services include workshops, individual assistance with educational problems, information and referral, newsletters, lending libraries, parent-to-parent support, and other information.

*Method:* The project intends to strengthen the collaborative roles among parents of children with disabilities in the Georgia education system; it will assist these parents and professionals in communicating and participating fully in the educational process. It will do this by formulating training materials to be distributed by mail or in workshops and conferences which respond to specific parent needs. It will improve services to hard-to-reach areas by establishing community outreach centers and it will create materials and develop workshops to address concerns for violence and abuse in schools relating to children with emotional and behavioral disabilities

*Grant Number:* **H328M980002**

## Families and Partners in Education Project

*Project Director:* Curtin, Connie Arzola

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

Vermont Parent Information Center
1 Mill St., Ste. A7
Burlington, VT 05401
*Voice:* (802)658-5315

*Purpose:* Based on the premise that families are the constant in their children's lives, this project has designed a program that will provide opportunities for families to acquire and increase skills and knowledge, build on family strengths and informal support networks, provide peer support, address the hopes and needs families identify as important and encourage partnerships between families and professionals. Specific objectives and activities are planned in serving families from diverse cultural, ethnic, racial, and socioeconomic backgrounds, to address the underserved needs of families in rural areas and to reach families fo young children. The project will lend support and provide information to families of infants, toddlers, children and youth with special needs that enables them to effectively address and advocate for their children's developmental and educational needs.

*Method:* The project has outlined twelve outcomes that will be accomplished and methods for achieving these outcomes. The project will inform, educate and support 2,590 families, 1,770 professionals and

community members yearly through one-to- one assistance, information/referral, presentations, workshops, family assessment tools, and materials development. Through these efforts, families will better understand their child's special needs or disability, IEPs and IFSPs, related services, and therapies designed to address their child's disability, and the local and state resources available to help their child. Families will be prepared to participate with professionals in developing education and transition plans for their child by enhancing their communication, problem solving and advocacy skills and becoming familiar with provisions under the IDEA, Vermont Special Education Rules, Section 504, the ADA, and education reform efforts. 150 families from diverse cultural, racial, ethnic and socioeconomic backgrounds will be served through this project through informal gatherings, needs assessments, collaboration with TAPP and others, and materials development and revision. Through these methods, these families will become familiar with program services, have opportunities to use materials written in their native language, and have access to information in their homes, libraries, schools, and churches. Staff development techniques will be provided to help staff better understand how to support families from minority backgrounds. Services will be expanded to 50 families in 2 hard-to-reach rural areas in Vermont each year. 250 infants and toddlers and 316 preschoolers each year will receive increased contact from this project. Collaboration with special education administrators to improve information sharing and communication between families of children with special needs and schools will occur through quarterly meetings and co-sponsored activities. As a result, families will have the tools and knowledge to make informed decisions of their child's education program. Educators will enhance their communication with parents. Presentations on effective communication techniques between family-school partnerships with principals, superintendents, school board and community members will be conducted and evaluated. 10-12 graduate students in special education will be matched to families of children with special needs each year in an effort to recruit families and build partnerships with families and professionals. The community-based peer support volunteer network will be expanded by increasing training and ongoing supervision of volunteer leadership. 2-5 volunteers will receive leadership training each year. The volunteer network will be used to identify and address the needs at the local level regarding services for children with disabilities through needs assessments. A process for linking families to informal support networks and community resources will be developed through researching periodicals and books, identifying and contacting professionals and parents, compiling information, and developing and piloting methods. Additional goals of this project are the following: to lend support and provide information to families of infants, toddlers, children and youth with special needs that enables them to effectively address and advocate for their children's developmental and educational needs; to cooperate with the professionals who work with families in order to increase understanding of parenting a child with special needs and promote parent-professional partnership; to expand a community-based, peer support volunteer network for families of children with special needs throughout Vermont; and to design and implement a process for linking families of children with special needs to informal support networks and community resources. The project will use the following methods for achieving their goals: one-to-one assistance; information/referral; conduct and evaluate presentations; workshops; family assessment tool; materials development and revision; informal gatherings; needs assessment; collaboration with TAPP and others; meetings with community groups and early childhood groups; co-sponsor activities with community groups and families; meet quarterly with special education administrators; recruit families, match students with families, and teach class on building partnerships with families; recruit, identify, train, and support volunteer leadership statewide; provide 12 hours of training; research periodicals and books, identify and contact professionals and parents; and develop, pilot, and evaluate methods for linking families to natural support networks and community resources.

*Grant Number:* **H328M980004**

## Nevada Parent Education Program

*Project Director:* Taycher, Karen

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2002

Nevada P.E.P., Inc.
601 S. Rancho Dr., #C-25
Las Vegas, NV 89106
*Voice:* (702)388-8899

*Purpose:* Since 1995, Nevada P. E. P. has been established as a statewide Parent Training and Information Center supporting over 4,000 consumers annually. With this grant, Nevada P. E. P. will continue to provide information, expand training, and enhance support for: Nevada's families who have infants, toddlers, and children with a full range of disabilities; students with disabilities; extended family members; and service providers regarding the rights and protections under the Individuals with Disabilities Education Act. The project will continue to support ethnically diverse populations of parents, in their primary language, from diverse geographical locations throughout Nevada and will build upon established community-based and statewide contacts with parents, parent groups, and professional organizations.

*Method:* Nevada P. E.P . has developed the following objectives to meet consumer-directed needs in Nevada: to provide information and referral about the nature and needs of various disabilities, availability of programs, support groups, services and resources, and the laws affecting children with disabilities; to provide training workshops, activities and materials on basic laws, benefits, early intervention services, advocacy techniques, transition from school to work and community, and technology and equipment usage; to provide individual assistance through consultation, peer counseling, problem solving techniques, and facilitating positive communication at child-focused meetings; to maintain and expand the lending Resource Library; to continue to develop a state- wide network of volunteer Community Resource Specialists (CRS) who will be resources for consumers in their own community and interest areas throughout Nevada. Recognizing that each community and support organization is unique, PEP is dedicated to empowering each area to develop local supports, find solutions and secure resources by recruiting, motivating, and training CRS volunteers to provide information and support to families in their own communities. The project's key personnel are family members of, and individuals with, disabilities. Upon initial contact, parents receive the PEP Parent Planner, a record-keeping resource manual, and consumers are provided ongoing information through publication of the quarterly PEP POST newsletter. The primary outcome expected from this project is for parents and students to effectively participate with professionals in planning and in decision-making relating to early intervention, educational services, and transitional services and in system-change activities.

*Grant Number:* **H328M980018**

# Family T.I.E.S Network, A Parent Training and Information Center, A Family, Individuals With Disabilities and Minority Driven Organization That Provides Information, Training, Technical Assistance, Advocacy and Ongoing Support

*Project Director:* Kunz, Debra K.

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2002

Family T. I. E. S. Network
830 South Spring Street
Spring field, IL 62704
*Voice:* (217)544-5890

*Purpose:* The project is a unique collaboration among parents, consumers, advocates, and professionals concerned with improving the education of students with disabilities in the State of Illnois. The mission of the project is " to create systems change through a comprehensive and culturally competent statewide system of parent empowerment, training, and support that will focus on individual families' roles in accomplishing that change; to build upon and strengthen the current efforts of parents and people with disabilities in every region of the state; and to build strength to accomplish statewide systems change through a broad coalition of parents, people with disabilities and professionals representative of every cultural, socioeconomic and disability group in Illnois."

*Method:* The project aims to improve the educational opportunities of student with disabilities across the state of Illnois by achieving the following vision and goals: 1) Parents and families of children of all ages, disabilities, and cultures across the state of Illnois will have access to a comprehensive, well-coordinated system (including early intervention and education) that will provide them with state-of-the-art information and training (on their children's rights under the IDEA, student school records, the ADA, Section 504, and other state and federal laws) that is relevant to their children's needs. Parents will have access to a system that will provide culturally competent and accessible advocacy which will increase their own ability to work within the system and provide readily available support and placements and services. 3) Parents and school districts will work together to design services and support for students with disabilites using state-of-the-art technical assistance, curricular adaptations and supports. 4) Parents of children with disabilities who are members of underserved and unserved groups must have access to a systemic coordinated statewide effort to provide outreach to increase their participation in the decision making processes (including the development of effective IEPs/IFSPs) that impact the lives of their children. Additional goals of the project are to establish formal methods of communication and networking throughout the state of Illnois, including communication among the State Support Center, the Regional Support Centers, parents and families of infants, toddlers, children and youth with disabilities, and other agencies, groups, individuals, clearinghouses, and coalitions concerned with children with disabilities. Leadership development and technical assistance to the Regional Support Centers will be provided by the project including but not limited to conducting regional assessments and subsequent regional long range plans to enhance the ability of the system to reach and provide support to underserved and unserved parents of children with disabilities.

*Grant Number:* **H328M980020**

## Native American Family Empowerment Center (NAFEC)

*Project Director:* Wolf, Dale

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

Great Lakes Inter Tribal Council
2932 Hwy 47N PO Box 9
Lac du Flambeau, WI 54538
*Voice:* (715)588-3324

*Purpose:* This project will provide an opportunity for Native American parents to gain the knowledge and confidence they need to become effective advocates for their children. The intent of the project is to empower parents with knowledge and skills to achieve the best possible educational outcomes for their children.

*Method:* The project's informational sessions will focus on the needs of Native American children and their families, with invitations extended to Tribal and non-Tribal educators, administrators, and community service providers who impact their lives. Building on recent advances in distance learning and communication technologies, the project's Internet access will bring a wealth of knowledge to rural Native American families. Parents will be taught how to use the Internet, and computers will be accessible for their use. The project will also provide technical assistance in health and nutrition education, infant health and early intervention, children with special health needs, and youth education programs. The anticipated outcome of this project for the 11 participating Tribal sites is a coordinated effort to envision improved outcomes for Native American children with exceptional education needs.

---

*Grant Number:* **H328M980022**

## S.A.P.P.H.I.R.E.: Southern Arizona Pilot Parents Helping Others Access Information, Resources and Empowerment

*Project Director:* Kallis, Lynn

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

Pilot Parents of Southern Arizona
2600 North Wyatt Drive
Tucson, AZ 85712
*Voice:* (520)324-3150

*Purpose:* This project will extend the existing parent support system to underserved minority and rural communities in southern Arizona. It will create a second Parent Training and Information Center (PTIC) in Arizona, complementing the work of the well-established designated PTIC, Pilot Parent Partnerships, located in Phoenix. The objectives of the project are the following: 1) to enable Pilot Parents of Southern Arizona (PPSA) to provide 500 minority families per year, who mostly live in rural, remote areas, with support, information, and empowerment services and training; 2) to develop satellite centers staffed by local stakeholders that will serve as resource centers for parents; and 3) to implement a rural PTIC system through outreach and technological innovation that will serve as a replicable model for other states.

*Method:* The activities the project will accomplish include the following: 1) establish four satellite centers during Year 1 of the grant in Ajo, Douglas, Nogales, and Santa Rosa village on the Tohono O'odham Nation; 2) provide training, consultation, and ongoing information and support to parents in these southern Arizona locations; and 3) expand the number of satellite sites annually to accommodate other rural and remote families. PPSA, a Tucson based parent referral and support program, will be the lead agency, establishing satellite centers in three predominantly Hispanic and one Native American community. Concurrently, services to Hispanic families in Tucson will be expanded. Project activities will be coordinated with Pilot Parent Partnerships, the existing PTIC in Arizona. The expected outcomes of this project are that parents will be able to: 1) understand and meet the needs of the disabling conditions of their children; 2) have knowledge of the availability of services and know how to use them; 3) understand the responsibilities of the State to provide services and advocate for their use; 4) negotiate the systems of medical, educational, and community-based service delivery; 5) secure, ensure, and resolve disputes about service delivery; and 6) understand the Individuals with Disabilities Education Act.

---

*Grant Number:* **H328M980023**

## Statewide Training and Information for Parents Children with Disabilities with Focus on Critical Priority Need Areas

*Project Director:* Colletti, Sister Patrice

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

Parent Education Project of Wisconsin, Inc.
2192 South 60th St
West Allis, WI 53219
*Voice:* (414)291-8237

*Purpose:* The project will provide training and information for parents which will enable them to participate more fully and effectively with professionals in meeting the educational needs of their children who have disabilities. The overall goal is to provide parent information and training services to at least 60,500 parents of children with disabilities residing in all 72 Wisconsin counties, with a focus on families in "Critical Priority and Priority Service Areas" and using a "Nine-Strategy Outreach and Services Plan," through continuation and five year progressive expansion of existing statewide parent training activities. Critical Priority Areas are empowerment zones such as Milwaukee central city, Native American reservation and communities, five counties with the highest levels of family poverty, counties with largest concentrations of culturally diverse underserved families, and counties with large numbers of underserved rural families. Priority Service Areas are counties with the greatest number of IDEA complaints and due process. Over the next five years, the project will continue to expand currently successful services including basic information services, phone assistance, and training and will design and implement new services such as outreach and marketing, bilingual access to services, use of local radio or television, and intensive intervention services in response to changing needs. The nine strategies for achieving the project's goal are the following: 1) Community-Based Trainings, 2) Information and Referral Services, 3) Consulting and Support Services, 4) Intensive Intervention Services, 5) Volunteer Support Network Services, 6) Statewide Newsletter, 7) Resource Lending Library, 8) Internet, and 9) Outreach/Marketing.

*Method:* The nine strategies will be measured by training session folders with sign in sheets, evaluations, materials and ads, demographic data, contact logs, consumer service records, computer data management system, internet data records, volunteer service records, activity logs and folders, invoices for printing, verification, update logs, PSA sheets, and databases of contacts.

*Products:* The following products will be produced by this project: fact sheet sets (one topic each year); low literacy booklet sets; audio cassettes in different languages; quarterly parent oriented newsletters; resource lending library with computer database that is updated monthly; flyers for outreach/marketing; purchasing of products for resource lending library; computer database of holdings on website, internet website design, maintenance, content, and marketing; on-tape mini-courses; brochures, poster campaign, column in newspaper, OpEd piece in four major newspapers, 30 "About PEP"talks/displays; and advertisements for trainings.

*Grant Number:* **H328M980026**

## Reaching Harmony: Native American Family Support, Inc. Proposes to Provide Parent Training and Support to Navajo, Hopi and San Juan Southern Paiute Parents Residing on the Reservations

*Project Director:* Ashike, Beverly

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

Reaching Harmony: Native American Family Support, Inc.
PO Box 1420
Window Rock, AZ 86515
*Voice:* (520)871-6338

*Purpose:* Three major goals were established by Native American parents who desire a reservation-based parent training institute: 1) parents will have increased knowledge and understanding of the nature and needs of the disabling conditions of their children with disabilities and the provisions for educating children with disabilities under IDEA; 2) parents will be able to participate fully in the educational decision making processes, communicate more effectively about their child, and provide follow-up support for their child's educational program; and 3) parents will receive information about a range of options, programs, services, and resources available in their local communities, throughout their Reservation, within their state, and nationally to children with disabilities and their families. The project will accomplish the following objectives: 1) conduct meetings, workshops, and conferences focusing on 900 Navajo, Hopi, and San Juan Southern Paiute Native American parents whose children are identified as eligible for early intervention services; 2) provide individual assistance to 600 Navajo and Hopi parents by providing resource information, problem solving, understanding of Individualized Education Programs and educational placement; 3) recruit, select, and train staff and resource/volunteer Navajo and Hopi parents annually to assist in educating other parents; 4) develop resource materials such as training curriculum, resource files, books, videos and a newsletter which are culturally sensitive and will be disseminated to parents throughout the reservations; and 5) develop and implement an outreach campaign.

*Grant Number:* **H328M980030**

## Alaska P.A.R.E.N.T.S. Parent Training and Information Project

*Project Director:* Nieto, Faye; Bastian, Gina

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

P.A.R.E.N.T.S., Inc.
540 W. International Airport Road Suite 200
Anchorage, AK 99518
*Voice:* (907)337-7678

*Purpose:* This project will focus on developing skills, supports, and resources for parents of infants, toddlers, children, and youth who experience disabilities and for the persons who work with them. In remote and rural Alaska, language, culture, and geography increase the difficulties of parenting a child with special needs. Special emphasis will be placed on providing rural and minority parents, many of them Alaska Natives, with opportunities to participate in project activities.

*Method:* Through training opportunities and the provision of effective information, resources, and referrals, Alaska parents will be able to better understand the nature of their child's disability and participate more effectively in meeting the educational needs of their children. All project activities will be carried out collaboratively with related national, state, regional, and local organizations and programs, especially those which will increase the involvement of minority parents and families of children with disabilities. Project outcomes will include: 1) training sessions on disability awareness, IDEA, specific disabilities, Individualized Education Programs and Individualized Family Service Plans, Section 504, transition, mediation, integrated neighborhood playgroups, and training for trainers; 2) library and other information resources; 3) a newsletter; 4) PATHWAYS Conference and federal grantee conference; and 5) interagency collaboration.

*Grant Number:* **H328M980032**

## Training and Information for Parents of Children with Disabilities

*Project Director:* Perez, Pedro

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2000

Parents Union for Public Schools in Philadelphia
311 S. Juniper Street, 2nd Floor
Philadelphia, PA 19107
*Voice:* (215)546-1166

*Purpose:* This project is a comprehensive, five year parent and professional training project that will serve parents of children with disabilities of all ages and all disabilities and will be adapted to the unique needs of Philadelphia parents. The professional training component of the project will inform and educate staff of agencies, including the Philadelphia School District, serving children with disabilities, about how to support the parent and advocate for the child at each step from evaluation to placement. In order to provide a comprehensive program in an urban setting with a richly diverse population, the project will serve all parents of children with disabilities including traditionally underrepresented parents.

*Method:* This project will build upon its 19-year history of special education parent training, advocacy, and systemic change to the culturally diverse population of parents of children with disabilities of all ages

and all disabilities, professionals who work with them, and parents and professionals who have disabilities in a diverse urban setting. The project will use the expert information provided by the network of clearinghouses at the national, state, and local levels along with organizations which serve families of and children with disabilities. The following activities will occur in the next five years: providing individual support, materials, and assistance to at least 600 parents of developmentally delayed infants, toddlers and preschoolers; providing individualized assistance, materials, and support to at least 4,500 parents of children with disabilities and providing follow-up support for those parents; and training a core of knowledgeable volunteer parents to provide follow-up support to parents given individual assistance; training at 3,000 parents of infants, toddlers, children and youth with disabilities to participate more effectively in their children's educational programs; training at least 300 professionals who serve infants, toddlers, children, and youth with disabilities of all ages and with all exceptionalities; and monitoring policies, practices, and procedures of the Philadelphia School District and PA Department of Special Education and advocating, and coordinating with non-profit legal agencies, for systemic changes which will benefit all children with disabilities and their parents. This project will assist parents of infants, toddlers, children, and youth with disabilities, especially underserved parents and parents of children who may be inappropriately identified: 1) to understand the availability of, and how to effectively use procedural safeguards under IDEA, including encouraging the use of, and explaining the benefits of alternative methods of dispute resolution, such as the mediation and 2) to serve parents of infants, toddlers, children, and youth with the full range of disabilities. The project also will assist parents to: understand the nature of their children's disabilities and their educational and developmental needs; communicate effectively with personnel responsible for providing special education, early intervention, and related services; participate in the decision making process, the development of the Individualized Education Programs and Individualized Family Services Plans; to obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; understand the provisions of IDEA for the education of, and the provision of early intervention services to children of disabilities; participate in school reform activities.

*Products:* At least 8,400 persons will benefit directly from this project through training programs and individual assistance. The systemwide benefits will affect all children in special education programs in Philadelphia. The evaluation plan will address three areas: implementation, effectiveness, quality, and impact. Systems and instruments are in place for monthly data collection of the following: the number of contacts with parents, parent groups, agencies serving the special needs community, schools, churches, libraries, and grassroots organizations; the type of assistance and activity provided to each contact; sources of referral; the content of the assistance given to individuals, parent groups and others; and the number of participants in each activity and who these participants were. This data is reviewed in bi-weekly meetings, monthly Board meetings, and quarterly meetings of the Special Education Governance Council to determine the progress of the project in meeting all objectives. If a need to change the delivery of services is evident during this review, adjustments will be made to better serve parents. The project will evaluate the efficacy and quality for each activity by measuring how individual parents, parent groups, professionals, and agencies rate the quality of the assistance, information and training given; whether parents and professionals feel that their needs are being met; and whether parent and professionals report that their skills and abilities have been increased and enhanced. The impact of the project is determined by the following criteria: whether parents and professionals have been able to acquire increased knowledge and skills; whether there has been an improvement in the systemwide services to parents of children with disabilities; whether the project has been able to serve a larger number of parents; whether the project has been able to serve a larger number of parents; whether the project has been able to directly or indirectly achieve systemwide changes to benefit children with disabilities and their parents. To determine whether the project's impact has had an effect on these criteria, an assessment of parents and professionals responses on evaluation instruments, surveys, interviews and discussions with parent groups and agencies serving the special needs community will occur; the number of parents and professionals that the project has been able to reach will be tracked; and document changes in state and school district policies and practices will

be tracked. The project also publishes an Annual Report and Summary of Accomplishments sheet each year.

*Grant Number:* **H328M980037**

## Upstate New York Training and Education (UNYTE)

*Project Director:* Garwood, Colin

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

Advocacy Center, Inc.
277 Alexander St., Suite 500
Rochester, NY 14607
*Voice:* (716)546-1700

*Purpose:* This project will provide training, education, and information to parents of the approximately 200,000 infants, toddlers, and school-age children with disabilities living in upstate New York. Training and information will also be provided to the persons who work with these parents, in order to foster collaborative partnerships that will effectively meet the educational needs of children with disabilities.

*Method:* UNYTE will support local providers in meeting parents' training needs through technical assistance, train-the-trainer practices, and by facilitating collaborative planning, program implementation, and evaluation. Collaboration will take place with the existing statewide networks of the Protection and Advocacy services system and the state Developmental Disabilities Planning Council's Independent Parent Advocacy Network (IPAN). The project will be organized into eight regions, each designed to meet the unique training and information needs of parents of children with disabilities living in their respective areas. Parents will be trained to become lay advocates, and this professionally supported network of parent lay advocates will evolve into a coordinated, effective resource for parents of children with disabilities. Initial outcomes of this project will involve parents gaining knowledge about disabilities, children's needs, resources, and IDEA. Intermediate outcomes will involve collaborative partnerships of parents, schools, and providers; parents becoming equal partners in decision making; and parents communicating effectively. The project's long term outcomes will be the formation of parent networks, systemic advocacy and reform, and appropriate education for children.

*Grant Number:* **H328M980043**

## Parent Training and Information

*Project Director:* Rowell, Deborah

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

Exceptional Family Support, Education, and Advocacy Center of Northern California, Inc.
6402 Skyway
Paradise, CA 95969
*Voice:* (916)876-8321

*Purpose:* This parent training and information program will assist families of school-aged children with disabilities living in nine far northern counties of California to understand their child's disability, partici-

pate in decision-making processes, communicate effectively, and understand provisions of IDEA for educating their children.

*Method:* The purposes of this project will be accomplished by: expanding and improving current systems for supporting and educating parents of children with disabilities; improving parents' access to information about their child's disability; providing opportunities for locally based training on a regularly scheduled basis; focusing training on resources, communication, and special education laws and provisions; and offering support to families, particularly those living in remote, rural areas. The expected impact of this project is dramatic improvement of the system of educating and supporting parents of children aged 3 to 22; availability of services to families in rural underserved areas; and increased collaboration among parents, schools, agencies, and organizations. Each year, 36 parent training sessions will be conducted, with 432 parents participating; 99 parent groups will meet; 3 resource fairs will take place; and 150 "new" parents will be contacted by trained parents. Each county will build a locally based lending library of books, videos, and periodicals.

---

*Grant Number:* **H328M980044**

## Parent Education Network

*Project Director:* LaBelle, Jan

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

Family Network on Disabilities of Florida, Inc.
2735 Whitney Road
Clearwater, FL 33760-0000
*Voice:* (813)523-1130

*Purpose:* The purpose of the Parent Education Network is to serve as Florida's Parent Training and Information Center by providing quality training, information, and support to families on their rights under the Individuals with Disabilities Education Act (IDEA) and to educate families on the IDEA Amendments of 1997. Recognizing language and cultural differences, this system of training, information, and support will assist parents in understanding the nature of their child's disability, in effectively communicating with the individuals providing services for their child, and in participating in the decision-making process for their child by making informed choices.

*Method:* The goals of the project will be accomplished in coordination with the existing statewide network of staff and programs of the Family Network on Disabilities of Florida, Inc. (FND). The project will continue to deliver all services to parents and professionals in a culturally sensitive and appropriate manner with the needs of families as the driving force in all activities. The project will provide training and information through workshops, regional conferences, a toll- free telephone number, newsletter dissemination, maintaining a lending library and multiple resource databases with information available in alternative formats and languages, and the creation of a Web page with resources in both English and Spanish in response to the request of parents and professionals.

---

*Grant Number:*H328M980047

## American Samoa PAVE: Parents are Vital in Education

*Project Director:*Penitusi, Fa'anati

American Samoa PAVE
PO Box 3432
Pago Pago, AS 96799
*Voice:*(684)633-2407

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2000

*Purpose:*This project will continue providing information, expand training, and enhance support for Samoan families, who have infants, toddlers, and children wihth a full range of disabilities, students with disabilities, their extended family members and their service providers regarding the rights and protections under the Individuals with Disabilities Education Act (IDEA). Since 1966, this project has been established as a statewide Training and Information Center supporting over 800 consumers annually. The project will continue to support diverse populations of parents, in their primary language, from diverse geographical locations throughout American Samoa. It builds upon established community-based and statewide contacts with parents, parent groups, and professional organizations. Recognizing that each community and support organization is unique, the project is dedicated to enhance and empower each rural area to develop local support, find solutions, and secure resources by recruiting, motivating, and training staff to provide information and support to families in their own communities.

*Method:*The project's key personnel are family members of individual with disabilities. To meet the overwhelming growth in American Samoa, a majority of the project staff will be based in our remote area who have the number of families of individuals with disabilities. A central office in the main island of Tutuila will be maintained and an direct line in Manu'a and Aunu'u will be maintained. The project will focus on the following six anticipated results for parents: to better understand the nature of their children's disabilities and their educational and developmental needs; to communicate effectively with personnel responsible for providing special education, early intervention, and related services; to participate fully in the decision making processes and the development of individualized eduation programs and individualized family service plans; to obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; to understand the provision of early intervention services in IDEA ; and to participate in school reform activities.

*Products:*Forty plus parents have been provided with a record-keeping manual and information in their primary language such as "How to Participate Effectively in Your Child's IEP"; "Parents' Rights"; "The Child's and Parents' Rights in Special Education"; and information about the IDEA. Parents and consumers will be provided with information through the publication of a proposed newsletter. The primary outcome expected from this project is for parents of student with disabilities to effectively participate with professionals in the planning and decision making process in early intervention, educational, transitional services, and systematic change.

# (84.029R)
# *Technical Assistance to Parent Projects*

*Grant Number:*H029R970002

## Technical Assistance Alliance for Parent Centers

*Project Director:*Goldberg, Paula F.

*Beginning Date:*Oct 1, 1997
*Ending Date:*Sep 30, 2002

PACER Center, Inc.
4826 Chicago Avenue S.
Minneapolis, MN 55417-1098
*Voice:*(612)827-2966

*Purpose:*This project of the PACER Center intends to establish The Technical Assistance Alliance for Parent Centers to assist families of infants, toddlers, children, and youth with disabilities. It will create a technical assistance delivery system to enable parent centers to better meet the growing needs of the families of children and youth with disabilities that they serve.

*Method:*The project will develop technology for online access and for the creation of a communications network for the delivery and collection of information. It will construct an administrative structure with a cultural awareness to increase cultural competency and accessibility in its publications and technical assistance activities. Through its electronic network, conferences, meetings, and dissemination efforts, the project will build collaborative relationships with stakeholders, national clearinghouses, regional resource centers, other national dissemination projects, and with representatives of the business community and the media. It will assist parent centers to develop outcome evaluation processes for their own activities and it will use technology to collect and summarize outcome evaluation data to help document the collective impact of parent centers nationally.

# (84.086C)
# *Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts, Particularly Students with Severe Disabilities, as a Part of Systemic Education Reform*

*Grant Number:* **H086C970005**

## Working to Scale in Urban Schools: The National Urban Institute for School Improvement

*Project Director:* Kozleski, Elizabeth

University of Colorado
Education/CCEL CB123
P.O. Box 173364
Denver, CO 80202
*Voice:* (303)620-4075
*Fax:* (303)620-4588

*Beginning Date:* Oct 1, 1997
*Ending Date:* Sep 30, 2002

*Purpose:* Through networking, technology, action research, information systems, professional development schools, model building, consensus, and dissemination, this project will support urban communities and families to build their capacity for sustainable, successful inclusive schools.

*Method:* Using special education as a galvanizing agent, the Institute will develop three centers of activity: a Research Synthesis Center, studying effective schooling practices and outcomes, urban life and culture, and community stakeholders. The Implementation Center will study the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams. The Marketing, Dissemination, and Utilization Center will study school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

*Products:* Over the five years of the grant, the three centers of the Institute will focus on various outcomes. The Research Synthesis Center intends to incorporate theory and research findings about the inclusion of students with disabilities into systemic educational reform efforts, including efforts to improve education in multicultural environments. The Implementation Center will support the continued improvement of inclusive urban schools through assets mapping, continuous school improvement processes, and professional development schools. The Marketing, Dissemination, and Utilization Center intends to link, inform, and strengthen national networks of parents, education professionals, and advocacy groups interested in pursuing inclusion of students with disabilities as a component of systemic educational reform in urban districts.



BEST COPY AVAILABLE

# (84.158M)
# *Accessing School-to-Work and Postsecondary Environments—Technical Assistance*

*Grant Number:* **H158M950001**

## Accessing School-to-work, Secondary, And Postsecondary Environments

*Project Director:* Rusch, Frank

University of Illinois at Champaign-Urbana
Transition Research Institute
109 Coble Hall - 801 S. Wright St
51 Gerty Drive
Champaign , IL 61820
*Voice:* (217)333-2325

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 2000

*Purpose:* To promote the transition of youth with disabilities, including those with severe disabilities, toward desired post-school outcomes such as gainful employment and independent living.

*Method:* The thrust of this consortium is to provide technical assistance to personnel responsible for providing transition services to youths with disabilities, enabling them to become integrated into appropriate transition programs and School-to-Work Opportunities established within individual states. In addition to developing and providing information to these audiences, the project will establish user- friendly and widely-available communication systems to promote further information dissemination. Project staff and affiliated agencies will identify proven practices that are useful in addressing the needs of individuals with disabilities, including those with severe disabilities. Information on these practices will be prepared for dissemination to relevant stakeholders. Staff will also assist the Department of Labor and Department of Education in evaluating School- to-Work Opportunities systems.

*Products:* Two national forums will be conducted on issues, problems, trends, and solutions in accessing school-to-work, secondary and post-secondary environments. The work of the National Transition Alliance will be integrated through a core administrative group to ensure a coordinated effort to assess and correct Alliance performance from the multiple perspectives of providers and consumers of service.

# (84.159C)
# Center to Support the Achievement of World Class Outcomes for Students with Disabilities

*Grant Number:* **H159C950004**

## The Center to Support the Achievement of World Class Outcomes

*Project Director:* Ysseldyke, James

*Beginning Date:* Oct 1, 1995
*Ending Date:* Sep 30, 2000

University of Minnesota
350 Elliott Hall, 750 East River Road
Minneapolis, MN 55455
*Voice:* (612)624-4014
*Fax:* (612)624-0879
*E-mail:* yssel001@maroon.tc.umn.edu

*Purpose:* To establish a Center to Support the Achievement of World Class Outcomes for Students with Disabilities which will assist states in implementing activities for students with disabilities and document states' efforts in these areas.

*Method:* The proposed Center will conduct three interrelated strands of activity: (1) Documentation and Analysis; (2) Information Exchange and Dissemination; and (3) Technical Assistance. Key activities in the Documentation and Analysis strand will include documenting the participation of students with disabilities in state and national assessments, the secondary analysis of outcome data for students with disabilities, the documentation of state and national standards-setting activities, and the tracking of the participation of students with disabilities in state Goals 2000 plans. Strand 2 activities will include production and dissemination of products, facilitating information exchange among researchers and developers, infusing the disability perspective into a variety of materials used by general and special educators, networking and linking with parents, advocacy groups and other organizations, and telecommunications networking. The scope of technical assistance activities will encompass provision of direct TA to states, work with regional resource centers, and work with other technical assistance providers.

*Products:* The Center will contribute to current knowledge and practice, lead to improved services for infants, toddlers, children and youth with disabilities, and provide state and national audiences with information on the impact and effectiveness of programs and services provided under the Individuals with Disabilities Education Act. Planned products for dissemination will include information reports, update reports, recommendation reports, directories of projects and resources, lists of relevant publications, press releases, and publications in other periodicals.

# (84.159K)
# State-Federal Administrative Information Exchange

*Grant Number:* **H159K970002**

## State-Federal Administrative Information Exchange Project

*Project Director:* Markowitz, Joy

*Beginning Date:* Oct 1, 1997
*Ending Date:* Sep 30, 2000

National Association of State Directors of Special Education, Inc.
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
*Voice:* (703)519-3800
*Fax:* (703)519-3808

*Purpose:* This project of the National Association of State Directors of Special Education (NASDSE) will build on Project FORUM's successful history as the State-Federal Administrative Information Exchange Project, helping to ensure appropriate and effective education for all infants, toddlers, children, and youth with disabilities.

*Method:* The project will identify and prioritize information needs through mini-forums and participation in electronic communication vehicles; it will maintain the electronic State Policy Database of all state policy documents and make it directly accessible; it will write syntheses, analyses, and policy briefs, convene policy forums, and widely disseminate the information.

*Products:* Through Project FORUM, the State-Federal Administrative Information Exchange Project can continue its successful role in facilitating the understanding of the many and tremendous changes that are occurring in the field of education related to the exchange of information. NASDSE's information exchange program helps state and local administrators to meet challenges presented by these changes and provides explanations of how policy research is implemented and utilized.

# (84.237T)
# Center to Promote Collaboration and Communication of Effective Practices for Children with, or at Risk of Developing, Serious Emotional Disturbance

*Grant Number:* H237T960005

## Center for Effective Collaboration and Practice

*Project Director:* Osher, David

American Institutes for Research
3333 K Street, NW
Washington, DC 20007
*Voice:* (202)944-5373
*Fax:* (202)944-5454
*E-mail:* dosher@air-dc.org

*Beginning Date:* Oct 1, 1996
*Ending Date:* Sep 30, 2001

*Purpose:* Children with, or at risk of developing, serious emotional disturbance (SED) achieve dismal educational and social outcomes. At present, there is a significant gap between what is known from research and model programs, and current practices. An innovative center to promote coordination and communication of effective practices can surmount the barriers to collaboration and knowledge use in the multi-disciplinary, multi-stakeholder, multi-ethnic context in which children and youth with SED are served.

*Method:* The Center will engage in a series of strategic activities to help SED community members to develop a greater capacity to produce, access, and use information, and to collaborate operationally. These activities are organized around facilitating and expanding interagency collaboration, facilitating the identification and development of useful and usable information, facilitating access to and exchange of information, and collaborating with related federal centers. Activities will address barriers to improving practice and sustaining collaboration; be driven by the needs of those who will use the information; link different knowledge communities in a sustained manner; address barriers to effective information use and exchange; align with, build upon, and enhance the capacity of the federal and state infrastructure that supports knowledge development and use; and reach out to historically marginalized groups. Diverse consumer, practice, and research communities will join the Center through expert teams to contribute to multidisciplinary, multi-stakeholder work groups. Strategic alliances with national organizations and centers will extend the Center's capacity to reach target audiences. Operational ties to state and local programs will reflect the range of services, settings, and challenges that effective approaches must address.

*Products:* The Center will identify and synthesize knowledge to address the needs of diverse end-users (e.g., family members) and present the information in formats that they can easily and effectively use.

# (84.326A)
# *Linking Policy and Practice Audiences with the 1997 Amendments of IDEA*

*Grant Number:* **H326A980003**

## The Policy Maker Partnership (PMP) for Implementing IDEA '97

*Project Director:* East, Bill; Murray, Karl

National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
*Voice:* (703)519-3800

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

*Purpose:* The goal of this project is to enhance the capacity of policy makers to act as informed change agents in improving educational results for children with disabilities. The project will establish a Policy Maker Partnership which will link policy makers as partners working together to contribute to the successful implementation of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA), thereby improving educational results for children with disabilities. This partnership will be formed with associations and other entities so that they can contribute to the successful implementation of IDEA, including Part C. The project's goal will be accomplished through these four strategic objectives: 1) develop and implement collaborative processes for the operation of the Partnership Coordinating Committee (PCC) and the Policy Maker Partnership (PMP) that will sustain all partnerships beyond the term of the project; 2) engage, with other members, in a communication/marketing/media campaign that demonstrates positive educational results for children with disabilities based on research and best practices; 3) develop policy products and disseminate essential implementation information based on research and best practices regarding IDEA '97; and 4) develop and sustain technical assistance and support networks within and across partnerships, including supporters and linkers, based on research and best practices.

*Method:* The PMP will work within and across the other three Linking Policy and Practices (LPP) partnership audiences along with the LPP Coordinating Committee in order to comprehensively assist and support all partnerships. The project will implement an intra and inter partnership built on research-based models of collaboration designed to ensure the equal participation of all partners. The primary audiences for the PMP are governors, general/special education policy makers, curriculum developers, mental health agencies, university administrators, and faculty who enact legislation, promulgate rules, and/or oversee the implementation of special education and related services to infants, children, and youth with disabilities within school and early intervention programs. The following eight partners will collaborate with the National Association of State Directors of Special Education: the National Governors Association, the Council of Chief State School Officers, the Association for Supervision and Curriculum Development, the Higher Education Consortium of Special Education (HECSE), the American Association of Colleges of Teacher Education, the National Association of State Mental Health Program Directors, the American Association of School Administrators, and 100 Black Men of America. The Policy Maker Partnership will provide represented constituency groups with research-based information, support, and technical assistance that will assist in: reviewing and revising policies addressing the education of students with disabilities to align them with the goals of IDEA '97; developing systems change strategies for

implementing IDEA '97 in the context of general education reform; and administering and managing systems change for implementation of IDEA '97 over time in the context of general education reform.

*Products:* This project will enhance successful implementation of IDEA 97. NASDSE will subcontract for the preparation of a document about curriculum development in states and districts, linking the general curriculum with individualized education programs, and using assessment to improve instruction. NASDSE will collaborate with HECSE members for the development of information about specific programs and service areas, such as behavioral interventions, alternate educational settings, alternate assessments, and collaborative strategies for the development of State Improvement Plans. A major focus will be the development and implementation of marketing/communication/media campaigns, including the dissemination of information through the World Wide Web site and toll-free telephone service. A common database will be established and available to partnerships. Satellite conferences and other products based on identified needs and supported by research and best practices will be developed and disseminated. An intern program will also be developed and implemented.

---

*Grant Number:* **H326A980004**

## Family and Advocates Partnership for Education

*Project Director:* Goldberg, Paula F.; Jordan, Dixie; Abderholden, Sue

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
*Voice:* (612)827-2966

*Purpose:* PACER Center will establish the Families and Advocates Partnership for Education as a strong partnership linking together families, advocates, and self-advocates to focus on the implementation of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, including Part C. This partnership, representing the needs of 5.8 million children with disabilities, focuses on the target audiences of students receiving special and general education, their family members, and disability advocacy organizations. The goals of the project are: 1) to inform and provide support to families and advocates through a partnership among families and disability organizations; 2) to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing the involvement of parents and disability advocates in children's programs; and 3) to maintain effective and efficient networking, marketing, and outreach activities that ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels.

*Method:* To achieve the first goal, the project will link with over 1,500 advocacy organizations around the nation representing children in special education as well as those in regular education. A group of 11 core partners will be actively involved in developing a coordinated system of communication to facilitate information exchange, promote networking, leverage resources, and ensure that families and advocates across the nation have a voice in the implementation of the IDEA Amendments of 1997. To achieve the second goal, each core partner will identify strategies to reach underserved and underrepresented families and advocates to ensure that they receive appropriate and up-to-date information on best practices as well as to provide feedback to researchers. To achieve the third goal, the project will provide representation and continual input from families and advocates to the Linking Policies and Practices (LPP) Coordinating Committee. Core partners will identify additional national and community groups, including business partners, who are stakeholders in the education of children to become a part of the partnership and provide outreach to families and advocates. The 11 core partners include: 1) the National Technical Assis-

tance Alliance for Parent Centers, which coordinates technical assistance delivery to all 78 federally funded IDEA parent and information centers, including the Community Parent Resource Centers, in the U.S. through four regional centers; 2) Federation of Families for Children's Mental Health (FFCMH), a national parent-run organization for families of children with emotional, behavioral, or mental disorders; 3) Academy for Educational Development (AED), which operates the National Information Center for Children and Youth with Disabilities (NICHCY), the National Transition Alliance, the Federal Resource Center for Special Education, the National Institute for Work and Learning, and other projects, which reach over 80,000 parents and advocates annually; 4) the Center for Law and Education (CLE), a national advocacy organization dedicated to improving the quality of education for all children and youth, particularly those from low-income families, which operates three national projects: Title I and School Advocacy Reform Project, Vocational Education High School Reform Project, and Educational Rights for Students with Disabilities; 5) Family Voices, a grassroots national network speaking on behalf of the 12.6 million children with special health care needs in the U.S.; 6) National Down Syndrome Congress (NSDC), which has 600 parent groups in all 50 states and over 10,000 members; 7) National Council on Independent Living (NCIL), which provides information and assistance to more than 450 Centers for Independent Living in every state; 8) National Coalition for Parent Involvement in Education (NCPIE), which is a coalition of over 70 national organizations that have been working together to foster family, school, and community partnerships, and which represents the leaders in regular education and has the potential to disseminate information to 3 million people; 9) National Indian Child Welfare Association (NICWA), which assists American Indian families on reservations and throughout the country and provides information on policies and legislation, training, and technical assistance to all tribes including information regarding schools and IDEA; 10) Fiesta Educativa, which assists Latino and Spanish-speaking families in urban and rural areas; and 11) National Association for Parents of the Visually Impaired, which has members in every state.

*Products:* An ongoing needs assessment among the core partners will provide continual input from families and advocates. Information will be provided through the latest technology, including a partnership World Wide Web site, e-mail, yearly train-the-trainers conferences on IDEA, standardized curricula, and a toll-free information number for technical assistance to families. Core partners will provide a yearly work plan that outlines a needs assessment, communication strategies with constituents, and an outreach plan to ensure that the needs of underserved and underrepresented families and advocates are heard. Over 1 million families, advocates, and self-advocates have the potential to be reached each year. The project will identify existing databases on best practices and develop a new database on the World Wide Web, and will provide information and linkages for research projects. A team of experts will provide technical assistance for a broad-based media and marketing campaign to promote public awareness of the 1997 IDEA Amendments and improved outcomes for children.

*Grant Number:*H326A980005

# Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators (ILIAD) Partnership

*Project Director:*Mason, Christine Y.

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2003

Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
*Voice:*(703)264-9431
*Email:*chrism@cec.sped.org

*Purpose:*The vision of the ILIAD is three-fold: 1) to provide accurate information related to the successful administration of IDEA '97 to every school/early intervention site in the U.S.; 2) to assure responsive systems are in place for facilitating implementation of IDEA '97; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities. The eight goals of this project are the following: 1) increase the knowledge of local administrators (primarily principals, local directors of special education and pupil personnel, early childhood coordinators, superintendents, and curriculum supervisors) about the range of options for meeting the legal requirements of IDEA 97 Amendments and regulations through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts (reaching at least 100,000 administrators); 2) establish a technical assistance/materials development and evaluation process, creating high quality products, explanations of legal requirements, and strategies for enhancing site-based management of IDEA in at least 7,000 school districts; 3) accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross- functional teams and IDEA Spotlight Implementation Sites; 4) provide guidance to administrators in at least 4,000 districts concerning school-wide models for implementing IDEA, including recommendations for positive behavioral supports, accommodations, fully supported inclusion, due process procedures, assessment, assistive technology, accessing the general education curriculum, collaboration among general and special educators, interagency fiscal coordination, enhanced family involvement, and other areas; 5) prepare state and local representatives and establish rapid-response systems (including World Wide Web site information and discussion groups, and ultimately at least 6 regional cadres of cross-disciplinary trainers); 6) promote site-based IDEA leadership models with effective administrator/staff leadership, professional development activities, and collaboration among principals and Directors of Special Education and general and special educators in at least 4,000 school districts; 7) develop an IDEA Administrator's Resource Network of at least 100 administrators to match needs with leaders and emerging experts; and 8) assure that models and mechanisms are in place for continual improvement and ongoing support.

*Method:*The Council for Exceptional Children (CEC), the Council for Administrators in Special Education (CASE), the National Association of Secondary School Principals (NASSP), the Urban Special Education Learning Collaborative (USELC), the National Alliance of Black School Educators (NABSE), the American Association of School Administrators (AASA), and the Council of Great City Schools (CGCS) will work cooperatively with other associations to address the needs of their members and other administrators regarding the implementation of the IDEA Amendments of 1997. Through this partnership, and the relationship with the other Linking Policy and Practices (LPP) Partnerships and the LPP Coordinating Committee, the project will provide local administrators with the knowledge and skills they need to guide implementation of the changes that IDEA '97 requires. The Linking Policy and Practices Coordinating Committee (LPPCC) will: 1) provide technical assistance and develop materials to assure clarity, practicality, accuracy, consistency of messages, and efficient use of resources across the partnerships; 2) provide partnerships with timely information, including information on pertinent research; 3) implement an expert review process reviewing materials for technical accuracy, practicality, and clarity; 4) implement a

joint marketing, training, outreach, and dissemination plan; and 5) conduct a communications campaign highlighting the implementation of research-based practices to increases public awareness of effectiveness and outcomes of those practices. To implement the ILIAD, primary and associate partners will form an affiliation of fluid, cross-functional teams to enhance project decision making, problem solving, and resource development. The project goals will be operationalized in the following phases: Phase 1: Developing & Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality & Program Improvement; and Phase 4: Establishing Models for Continual Support and Improvement.

*Products:* By the year 2003, the project will result in: 1) students with better access to the general education curriculum, 2) special education teachers and other service providers collaborating in an educational environment that is supportive of their needs for both professional development activities and for timely information disseminated in multiple formats, and 3) administrators with information, strategies, and supports to assist them in their roles in implementing IDEA '97. The project includes four major components supporting local administrators' roles in implementing IDEA '97: 1) materials development and information dissemination, 2) the creation of rapid-response systems using cross-association networks through collaboration with six implementation sites, 3) use of multiple electronic linkages, and 4) leadership and capacity development within school districts. The project will provide multimedia materials to every elementary, middle, and secondary school and a substantial number of early intervention programs in the U.S., and create a critical mass of school districts that are implementing effective, research-based instructional practices. Technical assistance will be provided to individual schools and school districts through a mechanism which allows for site-based management and control: regional cadres of cross-disciplinary trainers will provide technical assistance through satellite broadcasts, World Wide Web site discussion groups, videotape vignettes, on-site consultations, and state, local, and national presentations, with at least one event each quarter throughout years 1-5. It is anticipated that for each project year, one multi-media package, one trifold brochure, and five to eight medium-sized (10-15 page) documents or equivalent will be produced.

---

*Grant Number:* **H326A980006**

## Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)

*Project Director:* Mason, Christine Y.

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

Council for Exceptional Children
1920 Association Drive
R eston, VA 20191-1589
*Voice:* (703)264-9431
*Email*: chrism@cec.sped.org

*Purpose:* The vision of ASPIIRE is three-fold: 1) to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States; 2) to assure that responsive systems are in place for facilitating implementation of IDEA; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities.

*Method:* The Council for Exceptional Children (CEC), the National Education Association (NEA), the American Federation of Teachers (AFT), the American Occupational Therapy Association (AOTA), the National Association of Educators of Young Children (NAEYC), the CEC Division for Early Childhood

(DEC), the National Association of School Psychologists (NASP), the American Speech-Language-Hearing Association (ASHA), and the American Vocation Association (AVA) will work with other national associations to facilitate the implementation of IDEA and effective instructional practices for young children and youth with disabilities. To implement ASPIIRE, primary and associate partners, building upon their existing resources and established networks, will form an affiliation of fluid, cross-functional teams to enhance project decision-making, problem solving, and resource development. ASPIIRE's goals will be operationalized in the following phases: Phase 1: Developing and Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality and Program Improvement; and Phase 4: Establishing ASPIIRE Models for Continual Support and Improvement. The project will collaborate with other Linking Policies and Practices (LPP) Partnerships and the LPP Coordinating Committee to enhance outreach and widespread dissemination to the 3 million educators and related service professionals throughout the U.S.

*Products:* By the year 2003, students will have better access to the general education curriculum, and special education teachers and other service providers will collaborate in an educational environment that is supportive of their needs for professional development activities and for timely information disseminated in multiple formats.

# (84.326D)
## *Center on Dispute Resolution*

***Grant Number:*H326D980002**

## Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

*Project Director:*Peter, Marshall

Direction Services Inc.
3875 Kincaid Street
Eugene, OR 9 7405
*Voice:*(541)686-5060

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2003

*Purpose:*This project, the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), will provide information, training, and technical assistance (TA) to states, schools, parents, and teachers to enable them to resolve disputes through more expedient and less confrontational means, including mediation.

*Method:*CADRE is composed of leading individuals and organizations in the field whose expertise and experience will be used to provide efficient, effective, and high quality TA to diverse stakeholders. Extensive use of electronic technology, including Internet and World Wide Web-based services, will reach clientele with high quality information and TA. Regional training, telephone information services, conference presentations, and dissemination of print documents will provide services to those who do not have Internet access.

*Products:*CADRE's TA will increase awareness about the use of a range of alternative dispute resolution procedures to motivate parents, schools, and states to use appropriate resolution procedures to identify and resolve differences. The project will work to stimulate and support state and local efforts to resolve differences as early and as effectively as possible. TA delivery will be built around the needs of states, local systems, and individuals and will involve these stakeholders in the planning, development, implementation, and improvement of project activities, products, and services.

# (84.326H)
# *National Clearinghouse on Postsecondary Education*

*Grant Number:* **H326H980002**

## National Clearinghouse on Postsecondary Education for Individuals with Disabilities

*Project Director:* Barr, Vicki

American Council on Education
One Dupont Circle Suite 1B-25
Washington, DC 20036
*Voice:* (202)939-9324

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

*Purpose:* This project will continue operation of the National Clearinghouse on Postsecondary Education for Individuals with Disabilities as the HEATH Resource Center. Innovative uses of technology, a needs-based publications program, and strategic use of both proactive and reactive dissemination efforts combined with a well-established network that extends across the postsecondary and secondary communities places will enable HEATH to foster the mission of making known the educational and training opportunities available after high school in whatever setting adults who have disabilities may choose to continue their education.

*Method:* As the clearinghouse seeks to expand life opportunities for people with the broadest range of disabling conditions, HEATH will make available information on a range of educational and training opportunities: college campuses, vocational-technical schools, independent living centers, and other training entities. The clearinghouse will continue to clarify access to the various adult service systems and describe successful ideas, strategies, devices, procedures, and programs in various parts of the country which could be replicated elsewhere to promote the participation of postsecondary youth and adults in regular programs as well as those designed especially for students with disabilities. The HEATH center shall continue disseminating information by contributing to existing databases, interacting with identified target groups at conference presentations, distributing materials, and responding to direct inquiries from the public.

*Products:* Publications will be designed to help fill voids in existing literature. A significant contribution to the sparse statistical data that currently exists in the postsecondary disability domain will be made by publishing "College Freshmen with Disabilities" every second year. Publication dissemination efforts will strategically focus on proactive means, which will have a multiplier effect. HEATH will effectively distribute publications to organizations that can disseminate HEATH publications to their constituencies and audience members. HEATH's new electronic newsletter will keep readers abreast of legislative issues, programmatic happenings, and information about new resources and services to the disability community. Electronic access to HEATH publications via an upgraded gopher server will be encouraged, and HEATH's presence on the World Wide Web will be expanded.

# (84.326N)
# *National Information Center for Children with Disabilities*

***Grant Number:*H326N980002**

## National Information Center for Children with Disabilities

*Project Director:*Ripley, Suzanne

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2003

Academy for Educational Development
1875 Connecticut Avenue, NW
Washington, DC 20037
*Voice:*(202)884-8000

*Purpose:*This project operates the National Information Center for Children with Disabilities (NICHCY) to improve early intervention results for infants and toddlers and educational and transitional results for children and youth with disabilities.

*Method:*The project framework is designed to support state and local entities to build their capacity to improve services and results for all children with disabilities and their families; to strengthen individual, organizational, and community capacity to enhance systemic change in education to improve results for all children with disabilities and their families; and to incorporate innovations of research, technology, and practices to increase NICHCY's impact in the 21st century. The project design is grounded in close communication with and feedback from the individuals and organizations that use the center, and on continual monitoring and evaluation of the operations.

*Products:*NICHCY will provide information services, develop publications, conduct outreach activities, and coordinate clearinghouse activities with the work of other agencies in order to develop and implement a process for ensuring accuracy of materials on IDEA and the many other issues associated with disabilities.

# (84.326P)
# National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities

*Grant Number:* **H326P980002**

## National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities

*Project Director:* Conlon, Sara

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

National Clearinghouse on Careers and Professions Related to
Early Intervention and Education for Children with Disabilities
Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
*Voice:* (703)264-9405
*Fax:* (703)264-1637
*E-mail:* sarac@cec.sped.org

*Purpose:* The National Clearinghouse on Professions in Special Education (NCPSE) will gather, organize, and disseminate information to address national needs and demands for knowledge regarding recruitment, professional standards, personnel preparation, professional development, and retention of personnel for the field of special education. The Clearinghouse's mission is to enhance national capacity and heighten its impact by implementing targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse education professionals and paraprofessionals, including early intervention personnel, special educators, and related services providers.

*Method:* To strengthen the nation's overall capacity, the Clearinghouse will focus on the following four activities: 1) conduct customized comprehensive outreach and targeted recruitment campaigns to increase the number of qualified, diverse individuals entering special education, related services, and early intervention professions; 2) lead and support national initiatives and partnerships to achieve high quality professional development of general and special education teachers, paraprofessionals, early intervention, and related services personnel; 3) enrich the quality and usefulness of Clearinghouse databases, information, and services as the foundation for promoting and retaining an adequate supply of qualified professionals and paraprofessionals who serve children with disabilities; and 4) ensure that Clearinghouse management, operations, products, and services impact pressing needs, current issues, and emerging trends. The Clearinghouse will respond to the information needs of its constituents by targeted marketing, information gathering and dissemination, and networking with a wide array of strategic partners. With their partners, the Clearinghouse will collect crucial data and analyze labor market patterns to address critical personnel capacity/demand issues at the state and national levels.

*Products:* The following NCPSE products will be developed and disseminated: career flyers, Topical Working Papers, "NCPSENews," "NCPSEEXTRAS, and 50 state profiles. In addition, a Quicktime Movies series called "Exploring Exceptional Careers in Education" will be developed, aimed at high

school and college guidance counselors and partner organizations working with nontraditional applicants such as military personnel, newly arrived citizens, and college career reentry programs. Other multimedia available will include two public service announcements, establishment of a new independent Website, and 10 articles for partners' promotions via newsletters and the World Wide Web. The Clearinghouse provides materials in all media formats including accessible Web pages, braille products, large print materials, and audio products. Major publications will be translated into other languages, beginning with Spanish, Vietnamese, and Japanese. The majority of Clearinghouse products are available and downloadable by requesters from the Website, and the project's databases will be self-searchable with user friendly, menu-driven "wizards. The Clearinghouse will provide online discussion groups, user searchable databases, and listservs for general users and for the operations of the National Advisory Committee and the fluid National Advisory Work Teams. In cooperation with partners, at least 20 conference presentations will be given. In addition, Clearinghouse staff will produce customized responses to information requests, for career seekers who want informational brochures, personnel administrators who search for employees, state departments who need facts and figures, individuals with disabilities who want career opportunities, the Office of Special Education Programs which needs reports from states, national organizations that want information on certification and standards, and professionals who want access to electronic databases.

# (84.326R)
# *Regional Resource Centers*

***Grant Number:*H326R980003**

## Mid-South Regional Resource Center

*Project Director:*Olsen, Ken

*Beginning Date:*Oct 1, 1998
*Ending Date:*May 31, 2003

University of Kentucky
Research Foundation 214 Kinkead Hall
Lexington, KY 40506
*Voice:*(606)257-8288

*Purpose:*The University of Kentucky will provide Regional Resource Center services to Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. The Center will link best practices related to IDEA to states, school systems, and families in order to improve results for infants, toddlers, and children with disabilities. Activities of the Resource Center will ensure that technical assistance and information are coordinated and are available to parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel in order to improve practices.

*Method:*The Region 2 Resource Center will use its experience in providing technical assistance to the region as a springboard to focus on the components of IDEA within the context of systemic change and to link its work with that of other technical assistance (TA) providers. To accomplish its goals, the Center will use four key strategies: infusing IDEA concepts as a part of systemic change; implementation of an effective results-based TA process; direct effects on local programs; and extensive stakeholder involvement.

*Products:*The Center will: increase the depth, utility, relevance, and ease of access of information on practices, policies, and programs needed by state partners to make systemic changes; provide benefits to states, local education agencies, and other participants in state improvement grants partnerships that are pursuing systemic changes through a coordinated technical assistance framework; increase communication and information exchange among states and state partners planning, implementing, and evaluating systemic educational reform; increase the extent to which state improvement plans in the region are effectively planned, implemented, and evaluated and lead to improved results for students with disabilities and their families; increase the extent to which states in Region 2 are in compliance with IDEA requirements; and ensure proper, effective, and efficient project management, administration, and evaluation.

*Grant Number:* **H326R980005**

## Great Lakes Area Regional Resource Center for Region 4

*Project Director:* Magliocca, Larry

*Beginning Date:* Oct 1, 1998
*Ending Date:* May 31, 2003

Ohio State University Research Foundation
1960 Kenny Road
Columbus, OH 43210-1063
*Voice:* (614)447-0844

*Purpose:* The Great Lakes Area Regional Resource Center (GLARRC) will continue to serve as the Regional Resource Center (RRC) for Region 4, which comprises Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Pennsylvania. GLARRC staff will use its understanding and productive working relationship with states and their partners and its technical assistance capabilities to work toward a systems change process to help achieve the results-based outcomes required by IDEA.

*Method:* GLARRC will address the technical assistance needs of state education agencies and their partners related to the development and implementation of state program improvement grant (SIGs) plans for children with disabilities. It will increase the depth and utility of information on priority needs as identified by states, local education agencies, and participants in SIG partnerships in the process of making systemic changes, and it will identify productive partnerships with other Department of Education general and special education technical assistance providers at all levels and link them with state education agencies to promote information exchange and with programs that address special needs related to school-based reform. The Center will also assist states in developing and implementing strategies to comply with IDEA requirements. GLARRC will design and implement its systems change strategies to ensure broad-based partipation by stakeholders through state-specific areas of priority needs. The Resource Center will use these strategies and a team-based approach to provide more effective technical assistance.

*Products:* GLARRC will work with its networks to effectively disseminate information to states and their partners. The Center will hold Research, Policy, and Practices Forums as a learning and sharing strategy for systems change that supports data-based decision making, dissemination of innovative techniques, and development of value changes. A major characteristic of these forums will be extensive exploration and action planning at a regional level, with follow-up planning and implementation at state and local levels.

---

*Grant Number:* **H326R980006**

## Western Regional Resource Center - Region 6

*Project Director:* Zaller, Richard

*Beginning Date:* Oct 1, 1998
*Ending Date:* May 31, 2003

University of Oregon
Center on Human Development
c/o Office of Res. Svs. and Admin.
5219 University of Oregon
Eugene, OR 97403-5219
*Voice:* (541)346-0359

*Purpose:* The University of Oregon will operate the Western Regional Resource Center (WRRC), serving Alaska, California, Hawaii, Idaho, Nevada, Oregon, and Washington, as well as American Samoa, Guam,

the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. It will address the technical assistance needs identified by state and local educational agencies and their partners in these areas. It will be responsive to state needs in developing and implementing state improvement plans and in helping them comply with IDEA.

*Method:* The WRRC will work collaboratively within states, as well as regionally and nationally, with a wide array of organizations to provide technical assistance. These collaborations will bring educational expertise and varied perspectives to the center's resources. Broadened partnerships will help expand each state's capacity to achieve outcomes such as full access to general education curriculum for students with disabilities, instructionally relevant assessment and accountability systems for all students, improved results for all children and their families, and effective integration of special education services with other school improvement efforts.

*Products:* The WRRC's improved technical assistance capabilities will give it an increased capacity to deliver personalized technical assistance and in-depth information on issues relating to educational practices, state policy, and program development. It will link state education agencies and their partners with others who have similar needs or issues, and allow them to share innovative ideas and program strengths. Assistance will be provided on-site, in multi-state meetings, and through distance delivery methods.

---

*Grant Number:* **H326R980007**

## Region Three Regional Resource Center

*Project Director:* Wright, James V.

*Beginning Date:* Oct 1, 1998
*Ending Date:* May 31, 2003

Auburn University - Montgomery
P.O. Box 244023
Montgomery , AL 36124-4023
*Voice:* (334)244-3879

*Purpose:* This project establishes a Regional Resource Center for Region 3 (R3RRC), which encompasses Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands. Proposed strategies for the Center include needs assessment; technical assistance; product development; and a Total Quality Management system for all product development, information dissemination, and evaluation activities.

*Method:* The R3RRC will meet the needs of poverty-stricken and other children with disabilities within the region by means of a computerized information sharing system linked with the network of Federal Resource Centers. This system, combined with a direct, personal, "hands-on" approach, will establish linkages among states, local educational agencies, and participants in State Improvement Grant partnerships with service providers.

*Products:* This project will improve the information base within the R3RRC by establishing a collaborative network for information collection and dissemination among all linked agencies. States will have an expanded information base that responds to individual state priorities. SEAs will be able to obtain and use information, thus increasing their capacity to improve practices, policies, and programs needed for efficiently providing services to students with disabilities. Through improved service delivery, including professional development, technical assistance, and dissemination of best practices, the Center will promote programs that will improve the educational results of children with disabilities. The Center's information and exchange system will enable states to identify and respond to problems relating to compliance

with IDEA requirements, and it will assist states in establishing performance goals and indicators under IDEA.

*Grant Number:* **H326R980008**

## Northeast Regional Resource Center for Special Education

*Project Director:* Fleming, Dolly

Trinity College of Vermont
208 Colchester Avenue
Burlington, VT 05401
*Voice:* (802)658-2889

*Beginning Date:* Oct 1, 1998
*Ending Date:* Jan 31, 1999

*Purpose:* The purpose of the Northeast Regional Resource Center (NERRC) is to ensure positive educational outcomes for children with disabilities in the northeast region through the provision of information and technical assistance to state and local educational agencies and their partners. The project seeks to expand the previous role of the NERRC by connecting general educators to systemic change efforts that will result in improved programs for children with disabilities, to link state educational agencies with technical assistance programs that foster systemic change, and to assist states in the implementation of the State Improvement Grants.

*Method:* NERRC activities include: 1) widen and expand the current resource network to include collaborations and partnerships with all local, regional, and national organizations involved in systemic education reform, and link this expanded network of resource and technical assistance providers to state and local education agencies and their partners; 2) serve as a broker in connecting the technical assistance efforts of these organizations, so that all state and local educational agencies have an opportunity to receive the most up-to-date information on best practices in systemic reform; 3) provide information and technical assistance on best practices to improve results for children with disabilities, including information on state improvement plans, transitional and early intervention programs, needs assessment and evaluation, performance goals and indicators, and other areas of interest and concern; 4) evaluate the effects of NERRC services for the effectiveness of program delivery and customer satisfaction, the effect of services on state and local educational agency programs, and outcomes for children with disabilities.

*Products:* The outcomes of this expanded role of the NERRC will be: 1) the inclusion of special education in state policies on education reform that will affect teacher professional development, curriculum, assessment, and other school practices; 2) better prepared staff and stronger policies that reflect the best practices in the implementation of the IDEA and in other areas affecting school reform; 3) improved programs for all children, including those with disabilities; 4) better coordination among all the regional organizations involved in school reform; and 5) better accountability and information on the effects of services on outcomes for children enrolled in special education.

*Grant Number:*H326R980009

## Mountain Plains Regional Resource Center

*Project Director:*Copenhaver, John

*Beginning Date:*Oct 1, 1998
*Ending Date:*May 31, 2003

Utah State University
Center for Persons with Disabilities
1780 No. Research Parkway, Suite 112
Logan, UT 84341
*Voice:*(435)752-0238

*Purpose:*Utah State University will continue to operate and improve the Mountain Plains Regional Resource Center (MPRRC) to serve Region 5, comprising Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming, as well as Bureau of Indian Affairs schools in 23 states. The overall goal of the Center is to create lasting systems change through such processes as state improvement grants, state implementation plans, partnerships, and quality technical assistance and information dissemination. The Resource Center will work to link state and local education agencies and their partners.

*Method:*The MPRRC has been involving relevant stakeholders in a partnership arrangement, including state and local education agencies and their partners, to promote systems change. It has also been instrumental in developing and facilitating monitoring activities, including teleconferences, assisting state and local agencies in developing monitoring systems, and conducting various training activities. To facilitate its work, the MPRRC has developed a network of state education agency staff throughout the region to deal with critical issues in special education.

*Products:*The MPRRC will work to increase the depth and utility of information in on-going and emerging areas of priority needs identified by local and state education agencies that are in the process of making systemic changes, promoting those changes through a multi-state or regional framework. It will provide technical assistance to state and local education agencies and participants in state improvement grant partnerships and promote communication and information exchange among these groups based on the needs, concerns, emerging issues, and trends identified by the agencies and partnerships. It will also assist states in developing and implementing strategies that comply with IDEA requirements.

# (84.326S)
# *Center for Positive Behavioral Interventions and Supports*

***Grant Number:*H326S980003**

## Center for Positive Behavioral Interventions and Support

*Project Director:*Sugai, George

University of Oregon
Office of Research Studies
Eugene, O R 97403-5219
*Voice:*(541)346-1642

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2003

*Purpose:*The goal of the Center on Positive Behavioral Interventions and Support (CPBIS) is to increase "the capacity of schools, families, and communities to support and educate children and youth with significant problem behaviors" by 1) increasing both awareness and knowledge of positive behavioral interventions and support as part of these systems and 2) emphasizing the features of a comprehensive systems approach to sustaining these interventions and supports.

*Method:*The CPBIS will be directed from the University of Oregon in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The Center will establish and use a comprehensive network of expert collaborators who will help to select the content and formats for the dissemination of positive behavioral interventions and support. In an effort to increase the efficiency and effectiveness in which schools educate students with severe problem behavior within the context of public school settings, a school-wide approach must be considered. The CPBIS approach focuses on the development and maintenance of whole systems (practices, structures, and policies) that 1) enable school staff to sustain the adoption of research-validated practices; 2) foster positive teaching and learning environments in schools for all students and staff; 3) integrated school-wide, classroom, non-classroom, and individual student subsystems; and 4) efficiently and effectively support students with severe emotional and behavioral disorders. The six CPBIS objectives and activities include the following: 1) Evaluate the state of policy and practice regarding school-wide positive behavioral interventions and supports; 2) Establish a coordinated effort of researchers, educators, families, policy makers, and community service providers, (e.g., mental health, developmental disabilities, rehabilitation, and juvenile justice), who will serve as resources to schools in designing school-wide positive behavior support programs; 3) Provide for regular information exchanges between researchers and practitioners, including family members, who conduct exemplary behavioral intervention and support programs and educators who seek to design and implement effective school-wide programs; 4) Collaborate with the National Information Center for Children and Youth with Disabilities to develop and disseminate information on positive behavioral interventions and supports; 5) Organize, synthesize, and report information to teachers, parents, administrators, policy makers, community service personnel, and other interested parties advances in research, policy, and practice on positive behavioral interventions and supports; and 6) Develop a blueprint for providing further technical assistance to local education agencies and state education agencies, which includes validated alternative designs of effective school-wide posi-

tive behavioral intervention and support programs and validated alternative approaches to delivering technical assistance in their implementation.

*Products:* The outcomes of this five year effort will be: 1) an awareness in all State Education Agencies of the features, importance, procedures, and systems requirements of positive behavioral interventions and supports; 2) a resource network of systems requirements of positive behavioral interventions and supports; 3) an information development and dissemination network that maximizes use of current information and dissemination centers and organizations; 4) a collection of State and Local Education Agencies exemplars (statutes, policies, procedures, etc.) that embody effective and efficient implementation of positive behavioral interventions and supports; and 5) a comprehensive, research validated collection of preferred and promising practices which will be distributed in a variety of forms (e.g. electronic newsletters, CD-ROM modules, inservice curriculum modules).

# (84.328C)
## *Community Parent Centers*

*Grant Number:* **H328C980014**

### Wisconsin FACETS Community Parent Resource Center

*Project Director:* Serak, Janis

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

Wisconsin Family Assistance Center for Education, Training, and Support
1516 E. Newport Avenue
Milwaukee, WI 53211
*Voice:* (414)425-6846

*Purpose:* This project is designed to provide culturally sensitive services that recognize and respect the cultural identities of families in Milwaukee through FACETS, a local parent organization committed to improving education services and outcomes for infants, toddlers, and children with the full range of disabilities. Through collaboration with community groups and organizations, FACETS will provide services such as peer counseling, resource sharing, information, training, and leadership building. Parents will be provided with knowledge, skills, information, and support so that they can fully participate in the decision-making process for their children's education.

*Method:* FACETS will provide training and information to underserved families of children with disabilities in Milwaukee to help them: better understand the nature of their children's disabilities and educational needs; communicate more effectively with personnel responsible for special education, early intervention, and related services; participate in the decision-making process and the development of IEPs; understand the provisions of IDEA, including mediation; obtain the necessary information about the range of options, programs, services, and resources available for children with disabilities and their families; and effectively participate in school reform activities.

*Products:* The project will disseminate information related to IDEA and other disability issues to many thousands of parents and other interested parties throughout Milwaukee and provide training on IDEA and other related topics. Parents will be trained and supported as leaders in their communities regarding school reform and educational policy issues. Assistance and follow-up support will also be provided for families.

*Grant Number:*H328C980016

## PADDA Community Parent Resource Center Project

*Project Director:*Jacob, Mark

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2001

People with Attentional & Developmental Disabilities Association, Inc.
11048 Warwick Blvd.
Newport News, VA 23601
*Voice:*(757)591-9119

*Purpose:*The Community Parent Resource Center will provide, on a sustaining basis, a large and diverse group of underserved parents in the community with training, support, and information in the knowledge and skills needed in advocacy for early intervention and special education for infants, toddlers, children, and youth with disabilities. It will also sustain PADDA's ongoing on-site advocacy efforts for parents of children with the full range of disabilities.

*Method:*The Community Parent Resource Center will assist underserved parents of children with disabilities in meeting their developmental goals to the maximum extent possible and prepare them to lead productive independent adult lives. The resource center will provide parents with the information necessary to construct and maintain appropriate Individualized Education Programs and Individualized Family Service Plans. The project staff will accompany parents of children with disabilities, many of whom have been traditionally underserved, through the special education process, and if need be assist them in invoking their inherent procedural safeguards, including due process and/or mediation. Many of the parents that have been assisted have gone on to assist with other parents seeking services for their children.

*Grant Number:*H328C980018

## Community Parent Resource Center

*Project Director:*Zepernick, Katherine

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2001

Parents Union for Public Schools in Philadelphia
311 S. Juniper 80 2nd Floor
Philadelphia, PA 19107
*Voice:*(215)546-1166

*Purpose:*Parents Union for Public Schools in Philadelphia, in coordination with the Education Committee of the North American Street Empowerment Zone, will establish a parent-directed project serving the Hispanic population in the Kensington and Edison Clusters of the School District of Philadelphia. The Community Parent Resource Center project will establish a demonstration model for serving isolated low-income minorities and Limited English Proficiency (LEP) parents of children with disabilities, which can be replicated throughout Philadelphia and surrounding counties for similar populations of Hispanic and Asian cultures.

*Method:*Parents Union, in coordination with the North American Empowerment Zone Education Committee and the community, will organize the following activities: 1) train a core team of at least ten Hispanic parents of children with disabilities as trainers, advocates, and translators for parents at meetings concern-

ing individual children with special needs; 2) establish an office in the Kensington/Edison Clusters for the core team; 3) train at least 150 parents and provide individual assistance for at least 150 parents of children with disabilities; 4) develop materials, a video, and audiotapes for community distribution in Spanish; 5) assist in the implementation of at least three cluster-wide parent workshops on emerging special education issues; and 6) empower Hispanic parents to become more active in school reform issues affecting children with disabilities.

---

*Grant Number:* **H328C980024**

## EMPOWER - Educating Minority Parents; Opening Windows to Educational Rights

*Project Director:* Bond, Linda

Arc of Mississippi
3111 North State Street
Jackson, MS 3 9216
*Voice:* (601)362-4830

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

*Purpose:* This project will continue the work of EMPOWER (Educating Minority Parents: Opening Windows to Educational Rights), a community-based, minority-governed nonprofit organization that provides information, support, training, and technical assistance to families of poor and minority children in Mississippi. EMPOWER plans an important role in the evolution of standards-based school reform and its potential for improving the quality of education for these children.

*Method:* EMPOWER uses a range of local organizing strategies to establish relationships with traditionally underserved parents of children with disabilities, a significant number of whom are from minority populations. Through this project, EMPOWER will collaborate with a number of groups to intensify its agenda for promoting change in the Mississippi Delta Empowerment Zone through increased outreach to engage the targeted population. It will work to provide additional support and technical assistance to assist parents in meeting their children's needs, and offer basic education programs that provide parents with a greater understanding of the nature and scope of related needs for their children as well as self-help and advocacy workshops designed to give parents the tools they need to obtain the full range of early intervention, special education, and related services for their children. EMPOWER's collaboration with a law center will provide it with the expertise to address systemic issues impeding provision of high-quality education and services to children. The collaborative effort will train advocates and provide technical assistance and support to ensure that the provisions of IDEA are implemented effectively and are consistent with state educational reform.

---

*Grant Number:*H328C980027

## Education, Training, & Support to Families of Children with Special Needs

*Project Director:*Taylor, Janet B.

*Beginning Date:*Jan 1, 1999
*Ending Date:*Dec 30, 2002

Parent to Parent of Miami, Inc.
5555 SW 93rd Avenue
Miami , FL 33165
*Voice:*(305)271-9797

*Purpose:*This project will continue and expand the services of Parent to Parent of Miami, Inc., a nonprofit organization for parents and families of children with developmental disabilities or delays, whose mission is to build and sustain an active network of parents bound together by the common needs of their children to achieve their highest potential and live as independently as possible. Parent to Parent works to empower families by providing peer support, training, information and referral, emergency assistance, and advocacy.

*Method:*This project will help Parent to Parent serve more people in the community by: 1) expanding its services to include the full range of disabilities, 2) developing more cooperative agreements and relationships to provide parent training and support to address the common needs of children with the full range of disabilities, 3) expanding its outreach activities to inform more families and to ensure that health care and community service providers are aware of its services, 4) serving as an effective, independent liaison between parents and educational personnel, 5) participating in decision making and goal setting during the IEP process, and 6) educating parents to understand and access early intervention services, procedural safeguards, and mediation processes available to them.

*Products:*This project will increase the ability of the Parent to Parent project to effectively serve chronically underserved and isolated populations, thus reducing the most severe barriers they face to accessing available resources and assistance. The project will collect and disseminate current, accurate information on parental options and resources to these groups and to provide technical assistance and support to parent groups in other communities who are attempting to establish similar support groups.

---

*Grant Number:*H328C980031

## Community Parent Resource Center

*Project Director:*Statman, Rona

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2001

Arc of Texas Rio Grande Valley
1600 W. 38th Street Suite 200
Austin, TX 78731
*Voice:*(512)454-6694

*Purpose:*This project will develop a Parents Supporting Parents Network for parents of children with disabilities to help them better understand the nature and needs of the disabling conditions of their children and to provide support for their educational program. Parents will learn to communicate more effectively with special and general educators, administrators, related services personnel, and other professionals. They will participate more fully in the educational decision-making process for their children, and obtain

information about the range of options, programs, services, and resources available at all levels and about the educational provisions of IDEA.

*Method:* The project will conduct bilingual training for families of children with disabilities through a series of workshops each year and through support group meetings, which involve parents in the agenda planning. Parents will be trained to provide support to other parents to participate effectively and positively in the development and implementation of their child's IEP. The project will provide information and referral services to the families via software.

*Products:* The project will disseminate information to at least 300 families to help them achieve the desired educational goals for their children with disabilities. Project materials will be produced and disseminated in Spanish as well as in English.

---

*Grant Number:* **H328C980035**

## DC Parent Partners: A Community Parent Resource Center Project

*Project Director:* Wade, Shirley

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

District of Columbia Arc, Inc.
900 Varnum Street NE
Washington, DC 20017
*Voice:* (202)636-2950

*Purpose:* The District of Columbia Arc, Inc. will provide a unique community-based resource for parents of children and youth with disabilities in the District of Columbia. The goal of the DC Parent Partners project is to provide a neighborhood resource for families and children with disabilities to support individual parents by providing information, individual consultation, advocacy, mentoring, and individual special education services and resource assistance to parents who have traditionally been disenfranchised from access to appropriate special education services and resources. The project will recruit and train a cadre of local neighborhood partners, who are known and trusted in the neighborhood, have experience in dealing with the special education system, and can provide the one-to-one assistance necessary to becoming equal partners with the school system and the professionals who provide educational services.

*Method:* This project will build a cadre of 45 neighborhood "parent partners" through an aggressive recruitment campaign, and will provide training and resource materials to enable the parents to become advocates for their family. This will involve the following activities: 1) secure the cooperation of District community-based organizations to assist in the identification of parents, parent partners, and at-risk children; 2) identify neighborhoods that include large numbers of parents of children with disabilities who have limited experience in advocating for their child's special education needs; 3) identify and recruit parents who have the experience, expertise, and energy to provide information, individual consultation, and advocacy; 4) provide training and resources to each parent partner; and 5) monitor and evaluate the parent partners' performance. DC Parent Partners will provide training, resources, and stipends for expenses required to provide local services and monitor the ongoing activities. The project will be closely allied with the DC Parent Training and Information Center and will forge alliances with other parent-based organizations in the District.

---

*Grant Number:* **H328C980046**

## El Valle Community Parent Resource Center

*Project Director:* Ortiz, Alba A.

Texas Fiesta Educativa
1017 N. Main Avenue Suite 207
San Antonio, TX 78212
*Voice:* (512)471-7255

*Beginning Date:* Sep 1, 1998
*Ending Date:* Aug 31, 2001

*Purpose:* Texas Fiesta Educativa will establish the El Valle (The Valley) Community Resource Center to support the locally established Project Partnerships for Opportunity, Development, Education and Resource (PODER) Parent Training and Information Center. El Valle Center will target under-served parents of children with disabilities including low-income parents and parents of children with limited English Proficiency in Cameron, Starr, and Willacy counties in the Rio Grande Valley. This geographic area has been designated as an Empowerment Zone and is highly populated by unserved and underserved Hispanics.

*Method:* The Valley Center will partner with Project PODER to establish a centralized resource center dedicated to improving information and training to assist parents in participating more effectively with service providers in helping their children with disabilities meet developmental goals and, to the maximum extent possible, the standards that have been established for all children, and to lead productive independent adult lives to the maximum extent possible. The El Valle Community Resource Center will meet the following goals: 1) provide training and information that meets the needs of parents and children with disabilities in Cameron, Starr, and Willacy counties; 2) assist parents to understand the availability of and how to use procedural safeguards, and encourage the use and explain the benefits of alternative methods of dispute resolution; 3) improve access to services for parents and infants, toddlers, children, and youth with the full range of disabilities; 4) build networks and establish partnerships with other disability-related national, state, and local organizations and agencies; and 5) support the ongoing activities of the parent training and information center. A conference will be conducted each year to cover topics identified by parents and staff as critical to developing their knowledge, skills, and competencies to function more effectively as advocates for themselves and for their children as well as provide an opportunity for families to meet with service providers. This project will also provide follow-up support services in the following areas: 1) attendance by project staff at children's Admission, Review, and Dismissal committee and/or IEP meetings to serve as interpreters and advocates; 2) individual consultation; and 3) review and interpretation of assessments, IEPs, or other documents to explain their content and significance to parents. A toll- free telephone number for information will be established. Information dissemination and materials development and adaptation will take place as needed.

*Grant Number:* **H328C980047**

## United We Stand of New York

*Project Director:* Rivera-Putz, Lourdes

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

United We Stand of New York
c/o Williamsburg Beacon Center
850 Grand Street, Room 210H
Brooklyn, NY 11211
*Voice:* (718)387-2800

*Purpose:* The United We Stand (UWS) project is a community-based, parent-directed, parent support program to serve culturally diverse families who have children with disabilities in Brooklyn, New York. UWS provides information and support as well as direct assistance in meeting life needs, to culturally diverse families with a child with disabilities, so that the parents will be more knowledgeable about the needs of the child and their rights and responsibilities under IDEA.

*Method:* UWS will build on its existing supports to increase the numbers of parents with infants, toddlers, children, and youth with disabilities in communities in New York who are being served. These parents will be provided with culturally relevant training, support, and information about disabilities, disability resources, parent rights and responsibilities, mediation, school reform issues, cultural diversities, and self-esteem. Parents will be empowered to use positive behavior support strategies to address challenging behaviors in children with disabilities and they will be trained to become parent trainers or parent support group facilitators.

*Products:* This project will increase the number of previously underserved parents of children with disabilities who are empowered to provide for their children. Training materials for parents will be provided in English, Spanish, and other primary languages of the families. Topical workshops and bilingual conferences will provide information on common disabilities, relevant community resources, IEPs, rights and responsibilities, and other issues.

---

*Grant Number:* **H328C980048**

## Parents United Together: A Collaborative Community Parent Resource Center

*Project Director:* Cooper, Theresa; Harris Alice; Chu, The-Luyen

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2001

Loving Your Disabled Child
4715 Crenshaw Blvd.
Los Angeles, CA 90043
*Voice:* (323)299-2925

*Purpose:* Loving Your Disabled Child (LYDC), along with Parents of Watts (POW) which serves African American and Latino families in Los Angeles County, and Vietnamese Parents With Disabled Children Association, Inc. (VPDCA) which provides support to Vietnamese families in Los Angeles and Orange Counties, has formed an innovative partnership that will allow the three community-based programs to: 1) expand the individualized and culturally responsive training, information, and support services offered to unserved and underserved families in their communities, and 2) enhance their own program capacity and

visibility through the sharing of resources, community linkages, and administrative support. Independently and collaboratively, LYDC, POW, and VPDCA will represent and provide training, information and on- going support to traditionally unserved and underserved culturally diverse families who have infants, toddlers, children, and youth with disabilities living in Los Angeles and Orange Counties. The partnership will: 1) advocate for the rights of children with disabilities and their families; 2) promote linguistically and culturally appropriate training opportunities; and 3) through parent training and one-to-one individualized follow-along support, help parents to understand the system, learn about their rights, bridge language barriers, and obtain needed services.

*Method:*Project activities will include: 1) locate and establish trusting relationships with unserved and underserved minority parents who have children with special needs, so that parents can receive the training, information, and support they are entitled to under IDEA 1997; 2) provide comprehensive and culturally appropriate training, information, and support services to families of infants, toddlers, children, and youth with disabilities; 3) provide training and technical assistance to prepare parents who wish to serve as parent advocates and/or parent mentors; and 4) provide training in cultural competence to personnel providing services to underserved families.

*Products:*Approximately 1700 unserved and underserved families living in Los Angeles and Orange Counties will benefit from direct and indirect involvement in project activities. Training materials supporting topical workshops will be made available in English, Spanish, and Vietnamese and at a reading level of not more than the third grade. Approximately 840 parents and foster parents will attend workshops in the first year, 1,024 in the second year, and 1,200 in the third year. Parents and foster parents will increase their attendance at individualized education program (IEP) and other school-related conferences for their child with a disability. Approximately 740 parents (20 parents per workshop) will attend Systematic Training for Effective Parenting (STEP) workshops in each year of the project for a total of 2,220 parents receiving parenting skills training over the three years of the project. Families will more often use the mediation process and/or other alternative methods of dispute resolution when working for appropriate educational programming for their children with disabilities. Training materials will be available for parents wishing to serve as Parent Advocates or Parent Mentors, and a training outline will be available for the trainer. Training materials will also be available for use with service providers and PTI staff wishing to enhance their own cultural competence.

---

*Grant Number:***H328C980049**

## Pyramid Parent Training Community Resource Center

*Project Director:*Markey, Ursula

*Beginning Date:*Oct 1, 1998
*Ending Date:*Sep 30, 2001

Agenda for Children
Pyramid Parent Training
P.O. Box 51837
New Orleans, LA 70151
*Voice:*(504)895-5970

*Purpose:*This project will continue and expand the Pyramid Parent Training Program, a community-based, nonprofit, parent-run organization that provides special education information, training, and support to traditionally underserved groups of parents of children with disabilities in New Orleans. The mission of Pyramid Parent Training is to assist parents of children with developmental disabilities or mental health needs to fully access their rights under special education and disability law and to benefit from research-based best practices in education and health so that their children can live, learn, and successfully compete for work in the community.

134

*Method:* Pyramid reaches parents who are isolated because of socioeconomic, cultural, and language/literacy barriers or because of the distressed urban areas in which they live. The project serves parents of children with developmental disabilities or mental health needs who reside in or around the city's public housing developments. The project will expand to offer more services to more families, including the growing population of Latino and Asian-American families who are without culturally and linguistically appropriate information, training, and support. This project will increase the capacity of parents of children with disabilities to achieve quality educational outcomes and the full benefits of IDEA. It will work to break the isolation of families in underserved communities from other parents, professionals, and research-based practices in health and education. It will work to increase the use of mediation to resolve disputes between these families and school districts and to increase the capacity and number of parents who can assist other parents in negotiating the special education system. It will also provide training in cultural competence to personnel providing services to families in underserved communities.

# (84.920T)
## Center to Promote the Access to Participation by Minority Institutions in Discretionary Programs Authorized under IDEA

*Grant Number:* **H920T970006**

**The New Alliance Project: Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act (IDEA)**

*Project Director:* Smith, Deborah Deutsch

*Beginning Date:* Nov 1, 1997
*Ending Date:* Oct 31, 2002

Vanderbilt University
Alliance Project
Peabody College, Box 160
Nashville, TN 37203
*Voice:* (615)343-5610
*Fax:* (615)343-5611
*E-mail:* d.smith@vanderbilt.edu

*Purpose:* The New Alliance Project intends to address the increasing demand for and declining number of personnel from historically underrepresented ethnic groups for special education and related services. The project will also address the enhancement of institutional and program quality at historically black colleges and universities (HBCUs) and other minority institutions (OMIs), including their access to external funding to support students and their personnel preparation programs.

*Method:* A major thrust of the project will be to increase the success rate of special education and related services departments in acquiring grants for personnel preparation in special education and related services to meet the demand for and capacity of qualified personnel from historically underrepresented ethnic groups. Project goals include: collaboration and dissemination, grant acquisition, technical assistance for grant management and program development, support for dissemination and replication of promising practices, and dissemination of data about the project's services and impact.

BEST COPY AVAILABLE

# Contracts

*Contract Number:* **ED98R0019**

## Federal Resource Center for Special Education

*Project Director:* Valdivieso, Carol

*Beginning Date:* Oct 1, 1998
*Ending Date:* Sep 30, 2003

Academy for Educational Development, Inc.
1875 Connecticut Ave., N.W.
Washington, DC 20009
*Voice:* (202)884-8000
*Fax:* (202)884-8411

*Purpose:* The Academy for Educational Development (AED), in collaboration with its partner, the National Association of State Directors of Special Education (NASDSE), and a team of experts, will continue operating the Federal Resource Center for Special Education (FRC). The project is committed to the task of informing people about the Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97) in order to improve results for children and youth with disabilities. To achieve this, the project will strengthen the following services: 1) coordination and collaboration; 2) knowledge dissemination and technical assistance; and 3) research syntheses and reporting. AED will support new strategies for using technical assistance and information for effective problem-solving and decision-making to achieve the following purposes: 1) to assist State Education Agencies (SEAs) through the Regional Resource Centers (RRCs) and their partners with the process of planning systemic change to improve the results of early intervention, education, and transition for children with disabilities; 2) to promote systems change through a multi-State or regional framework; 3) to increase the depth and utility of information in ongoing and emerging areas of need identified by the RRCs and SEAs; and 4) to promote communication and information exchange among SEAs and their partners, based on the needs identified.

*Method:* The project will carry out the following tasks in a fully integrated manner to create a framework for FRC operations: 1) establish an Advisory Group; 2) synthesize and report the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications; 3) develop and carry out a plan for systemic coordination and collaboration with existing Technical Assistance and Dissemination (TA&D) projects; 4) identify and disseminate effective systemic change strategies; 5) identify, synthesize, and disseminate information on effective new TA&D strategies; 6) plan and conduct a meeting of TA&D providers; and 7) develop a Performance Measurement System. The vision of this project includes an active and efficient exchange between and among RRCs, specialized technical assistance networks, and general education technical assistance providers. Through AED's expanded and enhanced networks that reach beyond special education to regular education and other government agencies, the FRC will function as a catalyst for systems change by facilitating effective use of the OSEP-funded technical assistance and information network by the States.

*Products:* The FRC will prepare a report of the educational, related services, transitional, and early intervention needs identified by SEAs in State Program Improvement grant applications. It will also report on coordination and collaboration activities involving existing Technical Assistance and Dissemination (TA&D) projects, with information on methods of TA&D available through each provider, the audiences that each TA&D provider serves, and costs and availability of the TA&D. The FRC will produce these

materials in written, electronic, alternative media, and accessible formats as appropriate and will place them on the FRC's Web site. Other products include an annual conference for TA&D providers, and a Web-based newsletter.

*Contract Number:* **HS97016001**

## Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools

*Project Director:* Hamilton, James

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
*Voice:* (202)944-5300

*Beginning Date:* Sep 30, 1997
*Ending Date:* Sep 29, 2002

*Purpose:* The American Institutes for Research (AIR) proposes to establish a Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools that will engage in a series of activities designed to develop a comprehensive national technical assistance model for elementary and middle schools.

*Method:* AIR activities are organized around nine primary objectives related to elementary-school and middle-school-aged children with disabilities: 1) to articulate the most pressing needs and issues confronting school districts in an era of systemic reform and change; 2) to select school districts to receive technical assistance in improving educational outcomes for this student population; 3) to conduct an assessment of needs to identify the needs and issues school districts face in improving educational outcomes; 4) to design a comprehensive, systemic technical assistance approach, including strategies and guidelines to help school districts address their most pressing needs and improve educational outcomes; 5) to collaborate with existing local, regional, state, and national technical assistance providers and efforts; 6) to establish a resource bank; 7) to conduct a pilot test of the technical assistance approach in school districts; 8) to evaluate the results of the pilot tests; and 9) to expand the technical assistance approach to become more national in scope.

*Products:* The scope of the work done by AIR in establishing the Center is designed to lead to a replicable model of national technical assistance for children with disabilities across the country. During the contract, actvities will be progressively scaled up to become more national in scope. A thorough assessment of the TA strategies will enable AIR to design a comprehensive national model of technical assistance delivery.

*Contract Number:* HS97020001

## Technical Assistance in Data Analysis, Evaluation, and Report Preparation

*Project Director:* Brauen, Marsha

*Beginning Date:* Sep 30, 1997
*Ending Date:* Sep 29, 2002

WESTAT
1650 Research Boulevard
Rm RA1210
Rockville, MD 2 0850-3129
*Voice:* (301)738-3668
*Fax:* (301)294-4475
*E-mail:* brauen@westat.com

*Purpose:* Westat and the national Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

*Method:* The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals, and; obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

*Products:* Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under GPRA.

---

*Contract Number:* RR93002005

## OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education

*Project Director:* McLane, Kathleen

*Beginning Date:* Dec 15, 1993
*Ending Date:* Dec 14, 1998

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
*Voice:* (703)620-3660
*Fax:* (703)620-2521

*Purpose:* The purpose of this project is to process and disseminate information on special education research in progress; to establish an ongoing collaborative mechanism to provide products and sercices related to research in special education and to review research results and respond to emerging special education issues.

*Method:* The project develops and maintains within OSEP a database of research grant and contract proposals that is used to produce information about currently funded projects for OSEP staff. The database is also used to generate directories of information about ongoing OSEP-funded research for use by re-

searchers, practitioners, and policy makers. Selected parts of the database are being made publicly available on the Internet.

*Products:* The Special Project produces and disseminates publications for the special education field: in addition to the directories mentioned above, it produces issue briefs on topics of current interest and research reports for teachers. The project also organizes and coordinates an annual conference of OSEP-funded research project directors and other occasional meetings of the special education research community.

# Project Director Index


**A**

Abderholden, Sue 101
Aghazadian, Marieanne 45
Alderton, Judith 48
Anderson, Nancy 11
Anthony, Tanni L. 30
Antosh, Anthony 18
Appell, Madeline 19
Armstrong, Linda 46
Ashike, Beverly 88
Autin, Diana 67, 77

**B**

Baldwin, Victor 39
Bastian, Gina 89
Bishop, Sharon 53
Blades, Carol 69
Blaine, Seamons 22
Bond, Linda 120
Brauen, Marsha 130
Brown, Diann 13
Brown, Kathleen A. 8
Burley, Margaret 81

**C**

Chu, The-Luyen 124
Chute, Christine 71
Colletti, Sister Patrice 87
Conlon, Sara 109
Coonts, Teresa 16
Cooper, Theresa 124
Copenhaver, John 115
Curtin, Connie Arzola 82

**D**

Dawson, Theresa 52
Demchak, Maryann 15
Dermyer, Carol 12
DesJardins, Charlotte 72
Duenas, Juno 76
Dykes, Earlene 10

**E**

Eaddy, Mary S. 73
East, Bill 100
East, Katheryn A. 78
Erickson, Kathryn A. 64
Espada, Anna 66

**F**

Fleming, Dolly 114
Forest, Deanna 54

**G**

Garwood, Colin 91
Gerdel, Patricia S. 75
Gill, Douglas 14
Ginn, Mary 17
Glenn, Catherine 55
Goehl, Karen 24
Goldberg, Paula F. 47, 94, 101
Gorospe, Martha 44
Graney, Phyllis 20

**H**

Haberbosch, Patricia 62
Hallahan, Daniel 41
Hamilton, James 129
Haring, Kathryn A. 28
Harris, Alice 124
Harris, E. Lowell 13
Hawkins, Connie 58
Hebdon, Heath 50
Heizman, Cathy 80
Higgins, Artie 43
Hinojosa, Yvette 80
Holt, George 9

**J**

Jacob, Mark 119
Johnson, Agnes 79
Johnson, Deborah 61
Jones, Dale D. 79
Jones, Lois A. 63
Jordan, Dixie 101

**K**

Kallis, Lynn 86
Karian, Marion M. 71
Kauffman, James 41
Kelker, Katharin A. 74
Kelly, Dotty 37
Kishi, Gloria 36


An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Knight, Leah 56
Kolaga, Kent 48
Kozleski, Elizabeth 95
Kunz, Debra K. 74, 85

**L**

LaBelle, Jan 92
Lachance, Janice 69
Lang, Jennifer 56
Lash, Richard M. 77
Leeper, Lynne 49
Logsdon, Paulette 65

**M**

Magliocca, Larry 112
Malatchi, Anne 27
Markey, Ursula 125
Markowitz, Joy 98
Martz, Judy 68
Mason, Barbara 29
Mason, Christine Y. 103, 104
Matthews, Cherritta 3
Maurer, Steven 19
McGraw, Loretta 33
McLane, Kathleen 130
Meyer, Janice S. 73
Moore, Don 43
Mueller, Jack 26
Murray, Karl 100
Murrell, Martha R. 3

**N**

Nieto, Faye 89

**O**

Olsen, Ken 111
Ortiz, Alba A. 123
Osher, David 99

**P**

Parsons, Deborah 8
Penitusi, Fa'anati 93
Perez, Pedro 89
Peter, Marshall 106
Peterson, Mary-Ellen 70
Petroff, Jerry 2
Post, Helen W. 78
Pratt, Sue 76
Prescott, Nancy 72

**R**

Raskin, Judith 54
Redman, Rae 4
Reiman, John 40
Ripley, Suzanne 108
Rivera-Putz, Lourdes 124
Roach, Wanda 38
Rodriguez-Sullivan, Maria E. 81
Rowell, Deborah 91
Runkel, Robert 21
Rusch, Frank 96
Russo, Joyce 6

**S**

Sandoval, Leo D. 25
Santana, Thomas J. 32
Schlesinger, Karen 60
Self, Sandra T. 35
Selles, Carmen 68
Serak, Janis 118
Shepard, Linda 82
Shliesser, Barbara 7
Shreck, Bev 46
Sims, Barbara 35
Sinergia, Inc. 77
Skorheim, Nancy 28
Smith, Deborah Deutsch 127
Statman, Rona 121
Stephens, Thomas M. 34
Stremel, Kathleen 24
Strong, Patrick 76
Sugai, George 116

**T**

Taycher, Karen 84
Taylor, Janet B. 121
Tellefsen, Joan 42, 63
Thieme, Louise 58
Thomas, Josie 65
Trent, Stanley 41
Trohanis, Pat 1

**V**

Valdivieso, Carol 128
Valentine, Michael 31


An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Van Curen, Sallie A. 75

W

Wade, Shirley 122
Walker, Judi 51
Wallert, Peggy 70
Warkomski, Fran 5
Watkins, Joan 51
Westlaker, Carol 57
Williams, Donna 23
Wilson, Martha 66
Wolf, Dale 86
Wright, James V. 113

Y

Ysseldyke, James 97

Z

Zeller, Richard 112
Zepernick, Katherine 119

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

## Organization Index


**A**

Academy for Educational Development 108, 128
Advocacy Center, Inc. 91
Advocates for Children of New York 66
Agenda for Children 125
Alaska Department of Education 13
American Institutes for Research 99, 129
American Samoa PAVE 93
Arc of Mississippi 46, 120
Arc of Tennessee 57
Arc of Texas Rio Grande Valley 121
Arc of the District of Columbia 122
Arizona State School for the Deaf and Blind 10
Arkansas Department of Education 16
Arkansas Disability Coalition 79
Asociacion de Padres pro Bienesta 68
Auburn University - Montgomery 113

**C**

California Department of Education 25
Child Advocacy Center 80
Citizens Alliance to Uphold Special Education 76
Coalition in Oregon for Parent Education 71
Colorado Department of Education 30
Connecticut Parent Advocacy Center, Inc. 72
Council for Exceptional Children 103, 104, 109, 130

**D**

Delaware Department of Public Instruction 3
Designs for Change 43
Direction Services Inc. 106
Doorways Alliance Utah Parent Center 78

**E**

Exceptional Children's Assistance Center 58
Exceptional Family Support, Education, and Advocacy Center of Northern California 91
Exceptional Parents Unlimited 71

**F**

Families Help Families of Greater New Orleans 56
Families Together Inc. 75
Family Network on Disabilities of Florida, Inc. 92
Family Resource Center on Disabilities 72
Family T. I. E. S. Network 74, 85
Federation for Children with Special Needs 43

**G**

Georgia Board of Education 4
Great Lakes Inter Tribal Council 86
Greater Omaha Association for People with Mental Retardation an 70

**H**

Hawaii Department of Education 36

**I**

Idaho Parents Ltd 61
Illinois State Board of Education 35
Inclusive Education Partnership 78
Indiana Resource Center for Families 48
Indiana State University 24
Inter-Island Parent Coalition 55
Iowa Department of Education 19

**K**

Kansas State Board of Education 12
Kentucky Special Parent Involvement Network 65

**L**

Learning Disabilities Association of Hawaii 56
Louisiana Department of Education 6
Loving Your Disabled Child 124

**M**

Maine Parent Network 69
Maryland State Department of Education 33
Michigan School for the Blind 8
Minnesota Department of Education 9
Missouri Department of Elementary and Secondary Education 8
Missouri Parents Action 48
Montana Office of Public Instruction 21

**N**

National Association of State Directors of Special Education 98, 100
National Center for Latinos with Disabilities, Inc. 81
Nebraska Department of Education 7
Nevada P.E.P., Inc. 84
New Hampshire Coalition 54
New Jersey Department of Education 2
New Mexico School for the Deaf 38


An asterisk after a page number indicates that the reference occurs in more than one project on that page.

North Carolina Department of Public Instruction 13
North Dakota Department of Public Instruction 28

O
Ohio Coalition for the Education of Children with Disabilities 81
Ohio State University Research Foundation 112
Oklahoma State Department of Education 28
Oregon Department of Education 11

P
P.A.R.E.N.T.S., Inc. 89
PACER Center, Inc. 47, 94, 101
Parent Education Network 58
Parent Education Project of Wisconsin, Inc. 87
Parent Educational Advocacy Training Center 44
Parent Information Center 45, 52
Parent Network of New York 51
Parent to Parent of Miami, Inc. 121
Parents Educating Parents 82
Parents Helping Parents (San Francisco, California) 63
Parents Helping Parents, Inc. (Santa Clara, California) 70
Parents Let's Unite for Kids 74
Parents Reaching Out to Help 75
Parents Reaching Out to Parents of South Carolina, Inc 73
Parents Union for Public Schools in Philadelphia 89, 119
Parents' Place of Maryland, Inc. 65
Partners Resource Network, Inc. 73
Pathfinder Services of North Dakota, Inc. 64
PEAK Parent Center, Inc. 68
Penn Tech/Lancaster - Lebanon Intermediate Unit 13, 5
People with Attentional & Developmental Disabilities Association 119
Perkins School for the Blind 29
Pilot Parent Partnership 51
Pilot Parents of Southern Arizona 86
Puerto Rico Department of Education 32

R
Reaching Harmony: Native American Family Support, Inc. 88
Resources for Children with Special Needs, Inc. 60
Rhode Island College 18
Rhode Island Parent Information Network 54

S
Sinergia, Inc. 77
South Carolina Department of Education 17
South Dakota Department of Education and Cultural Affairs 20
South Dakota Parent Connection 46
Southwest Community Resources 44
Special Education Action Committee, Inc. 69
Special Kids, Inc. 79
St Luke's - Roosevelt Hospital Center 19
Statewide Parent Advocacy Network 67, 77
Support for Families of Children with Disabilities 76

T
Team Advocacy-Special Kids 42
Team of Advocates for Special Kids, Inc. 63
Tennessee Department of Education 35
Texas Education Agency 3
Texas Fiesta Educativa 80, 123
Trinity College of Vermont 114

U
United Cerebral Palsy of Detroit 66
United Cerebral Palsy of Oklahoma 53
United We Stand of New York 124
University of Colorado 95
University of Dayton 34
University of Florida 23
University of Hawaii 37
University of Illinois at Champaign-Urbana 96
University of Kentucky 111
University of Minnesota 97
University of Mississippi 24
University of Nevada - Reno 15
University of North Carolina - Chapel Hill 1
University of Oregon 112, 116
University of Virginia 41
Utah State Office of Education 22
Utah State University 115

V
Vanderbilt University 127
Vermont Parent Information Center 82
Virginia Commonwealth University 27

W
Washington PAVE 49, 50
Washington State Office of the Superintendent of Public Instruction 14
West Virginia Department of Education 31

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

West Virginia Parent Training and Information 62
WESTAT 130
Western Oregon State College 39, 40
Wisconsin Family Assistance Center for Education, Training, and Support 118
Wyoming Department of Education 26

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

# State Index


**A**

Alabama 69, 113
Alaska 13, 89
American Samoa 93
Arizona 10, 51, 86, 88
Arkansas 16, 79

**C**

California 25, 42, 63*, 70, 71, 76, 91, 124
Colorado 30, 68, 95
Connecticut 72

**D**

Delaware 3, 45
District of Columbia 99, 108, 122, 128, 129

**F**

Florida 23, 92, 121

**G**

Georgia 4, 82

**H**

Hawaii 36, 37, 56

**I**

Idaho 61
Illinois 35, 43, 72, 81, 85, 96
Indiana 24, 48
Iowa 19, 78

**K**

Kansas 12, 75
Kentucky 65, 111

**L**

Louisiana 6, 56, 125

**M**

Maine 69
Maryland 33, 65, 130
Massachusetts 29, 43
Michigan 8, 66, 76
Minnesota 9, 47, 94, 97, 101
Mississippi 24, 46, 120
Missouri 8, 48
Montana 21, 74

**N**

Nebraska 7, 70
Nevada 15, 84
New Hampshire 54
New Jersey 2, 67, 77
New Mexico 38, 44, 75
New York 51, 60, 66, 77, 91, 124
North Carolina 1, 13, 58
North Dakota 28, 64

**O**

Ohio 34, 80, 81, 112
Oklahoma 28, 53
Oregon 11, 39, 40, 71, 106, 112, 116

**P**

Pennsylvania 5, 58, 89, 119
Puerto Rico 32, 68

**R**

Rhode Island 18, 54

**S**

South Carolina 17, 73
South Dakota 20, 46

**T**

Tennessee 35, 57, 127
Texas 3, 73, 79, 80, 121, 123

**U**

Utah 22, 78, 115

**V**

Vermont 82, 114
Virgin Islands 55
Virginia 27, 41, 44, 98, 100, 103, 104, 109, 119, 130

**W**

Washington 14, 49, 50
West Virginia 31, 62
Wisconsin 86, 87, 118
Wyoming 26, 52


An asterisk after a page number indicates that the reference occurs in more than one project on that page.

117

# Subject Index


**A**

Advocacy Partnerships 101
American Indians 44, 86

**B**

Behavior Disorders — see Emotional/Behavior Disorders
Behavior Interventions 116

**C**

Career Development 109
Community Parent Centers 118, 119*, 120, 121*, 122, 123, 124*, 125

**D**

Data Collection and Analysis 130
Deaf-Blindness—National Programs 39, 40
Deaf-Blindness—State Programs 2, 3*, 4, 5, 6, 7, 8*, 9, 10, 11, 12, 13*, 14, 15, 16, 17, 18, 19*, 20, 21, 22, 23, 24*, 25, 26, 27, 28*, 29, 30, 31, 32, 33, 34, 35*, 36, 37, 38
Dispute Resolution 106
Due Process 106

**E**

Early Childhood 1
Educational Opportunities 107
Elementary Schools 129
Emotional/Behavior Disorders 99, 116
Employment Opportunities 109
Empowerment Zones/Enterprise Communities 58, 60, 72, 73
Exemplary Practices 1, 95

**F**

Family Involvement 101

**G**

Grant Acquisition and Management 127

**H**

Hispanics 81
Historically Black Colleges and Universities 127

**I**

IDEA Implementation 100, 101, 103, 104, 130
Inclusive Schools 95
Individuals with Disabilities Education Act — see IDEA Implementation
Information Dissemination—National Programs 95, 96, 97, 98, 99, 100, 101, 103, 104, 127, 128, 129, 130*

**M**

Mentorship Programs 5
Middle Schools 129
Military Parents 50
Minority Personnel 127
Minority Research 41

**N**

National Assessments 97
Native Americans — see American Indians
Needs Assessment 129

**O**

Outcomes Assessment 97

**P**

Parent Training and Information Centers 42, 43*, 44, 45, 46*, 47, 48*, 49, 51*, 52, 53, 54*, 55, 56*, 57, 58*, 60, 61, 62, 63, 63, 64, 65*, 66*, 67, 68*, 69*, 70*, 71*, 72*, 73*, 74*, 75*, 76*, 77*, 78*, 79*, 80*, 81* 82*, 84, 85, 86, 87, 88, 89*, 91*, 92, 93
Parent Training and Information Centers—American Indians 44, 86
Parent Training and Information Centers—Military Parents 50
Parent Training and Information Centers—National Programs 94
Partnerships in Education 100, 101, 103, 104
Personnel Preparation 109, 127
Personnel Recruitment and Retention 109
Personnel Supply and Demand 109
Policy-Making 100
Postsecondary Education 107

**R**

Regional Resource Centers 111, 112*, 113, 114, 115
Research Dissemination 130
Research Synthesis and Utilization 95
Research to Practice 99


An asterisk after a page number indicates that the reference occurs in more than one project on that page.

**S**

School-to-Adult-Life Transition 96
School-to-Work Opportunities 96
Serious Emotional Disturbance — see Emotional/Behavior Disorders
Standards Setting 97
State Assessments 97
State Policies 98
State-Federal Administrative Info. Exchange 98
Student Participation 97
Systems Change 108

**T**

Technical Assistance 100

Technical Assistance Delivery System Development 94
Trend Analysis 130

**U**

Urban Schools 95